

# THE SCHOOL JOURNAL

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The business department of THE JOURNAL is on page 712.

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HIS copy of THE JOURNAL is a special number and does not have those school-room features that render it invaluable for the practical teacher. One who desires to see it in its usual form, should send five cents for a copy. Let him be assured that the \$2.50 he will spend on a year's subscription will come back to him *tenfold*. It is a paper no teacher can be without and not *be a loser*. It is constructed so as to be a veritable normal school; it has a department of theory and practice of teaching and it is designed to make the readers progressive men.

Our most cordial thanks are tendered to the advertisers in this special issue of THE SCHOOL JOURNAL. Without their co-operation such a splendid issue would not be possible. Comprehending and appreciating the effort to magnify education in the public eye, they have taken space liberally. Education is a subject worthy of patronage; every effort to advance it to a higher stage of excellence, in general, is appreciated.

This number of THE SCHOOL JOURNAL is a notable one in many respects. Among the efforts begun almost twenty years ago by the publishers, was the elevation of the valuation of educational advertising. The teachers were supposed in those days to be less interested in advertisements than other people! By diligent effort the advertising public was convinced that educational advertising was the equal if not the best of all. The high class advertisements in THE JOURNAL show that the readers are believed to be high class. That the advertisers have a good opinion of the readers of the paper induces them to advertise in it. Those who take a paper having high class advertising in it may understand that the advertisers believe they are speaking to an unusually intelligent class.

This number marks the end of the first half of the twenty-third year of the first weekly educational journal published in America—and it is believed, in the world. The first years were years of enormous labor. The great thing to overcome was the indifference of the teachers; they now see that there can be no educational progress unless there is generous support of an educational paper. The beginning of a great educational movement has been made, and in this THE JOURNAL has been conspicuous on account of its persistence, if nothing else. It has not ceased to call for advancement among those who were leading the columns of children everywhere.

Ten years ago THE JOURNAL opened fire upon the examination system in the schools; it found very few to agree with the proposition that the examination was a hindrance; that it kept children out of the kingdom of knowledge rather than helped them into it. There was so much said respecting examinations that it was believed the editors were cranks. Time now shows whether the criticisms then made were just or not; the examination is not a thing of the past yet, but it is disappearing; the reports of city systems show that its power has been remarkably crippled; few but say, "The pupil is promoted on the judgment of his teacher; if he is not satisfied he can have an examination."

There must be some good reason why educational journals increase in number, in quality of content, in size, and in the length of their subscription lists. Such an improvement in supply argues a growth in demand. Why this demand?

A comparison of the teacher who takes an educational paper with one who does not is a sufficient answer. The teacher who takes and reads an educational journal believes in the future of education. She knows that the schools cannot remain stationary, and feels that she must grow with them. She wants to keep a little ahead if possible, and reads to learn how to grow. The educational journal is to her a mirror of the times and a pointer of the way. If she is critical, she often says, "I don't agree with that writer," or, "I should not like to give that lesson just in that way," but she values her journal, all the same, and finds light and inspiration in it.

The other teacher is content with the present. The superintendent praised her class the last time, he came round, and she doesn't see what any one gains by poking through columns of information about what other people are doing and by trying eternal experiments. She recited lessons for ten or twelve years—consequently she must know pretty well how to hear them.

In course of time a change of superintendents brings a shake-up for the non-reader. She doesn't know what the new officer means, so she sets him down as a man who "had better study the system before he dictates changes." She cannot comprehend that there is no such thing as a local system in education; that teaching is teaching, in city or country, East or West, and that the new man is merely aiming at *good teaching*.

The reader of educational journals understands all this and astonishes her stand-still neighbor by the celerity with which she adapts herself to "the new order of things."

The two long articles in this number, "Education During the Past Four Hundred Years" and "Education at the Close of the Nineteenth Century," have been prepared with much labor, and it is believed they will be read with pleasure and receive commendation.

There is evidently an increased skill in stating educational truth. The efforts of *THE JOURNAL* have been earnestly seconded by thoughtful men and women at various active educational centers able to write suggestively concerning the ways and means of the "New Profession," as Henry Ward Beecher called it. Among the following names a number will be recognized as having a world-wide reputation as writers on the subject of education:

Francis W. Parker, E. E. White, J. W. Albernethy, T. G. Rooper, Lewis G. Janes, L. Seeley, Caroline B. LeRow, Ossian H. Lang, Anna B. Badlam, Clement Fezandie, Wm. A. Mowry, Susan P. Pollock, E. L. Cowdrick, Mary E. Johnson, James Buckham, Florence E. Stryker, Grace Hooper, MacLeod, Elizabeth T. Coolridge, Ella M. Powers, Evelyn C. Dewey, E. W. Barrett Lee, Dr. H. E. Maltby, Sarah E. Scales, Lyman D. Smith, W. Bertha Hintz, E. H. Davis, E. M. Reed, R. C. Metcalf, Helen P. Conant, Geo. B. Kilbon, Miner H. Paddock, A. B. Guilford, E. E. Kenyon, Hans Ballin, Langdon H. Thompson, Frank O. Payne, Wilbur S. Jackman, W. J. Kenyon, Wm. M. Peck, Mary A. Spear, Ruth E. Lander, Jennie M. Skinner, Jennie Young, Emma M. Firth, A. C. Scammell, Robt. C. Metcalf, Lettie Sterling, Eloise Hemphill, Lizzie M. Hadley, Heman P. Smith, A. I. Camp, Grace E. York, Elizabeth R. Morey, Lucy A. Yendes and Fannie A. Stebbins.

These names will recur on our pages during the coming year, and others will appear in connection with valuable new lines of work.

In looking over the pages of *THE JOURNAL* for the past year, subscribers will find much that will be full of permanent suggestion. It would be well to make a list of such articles and series of articles as may apply especially to the work the teacher expects to do next year.

Those who are to teach geography to intermediate grades will find a mine of help in Dr. Maltby's articles.

Geography is a general subject out of which spring many others more special in their nature. One of these is mineralogy, and here Prof. Paddock's lessons will be of great assistance. Another is botany. One of the best means of studying botany is by drawing. The recent articles by Mary E. Johnson will suggest something here. A third is history; for the treatment of which subject a good deal has been written.

The subject of Language includes several branches of work. Reading has been treated by several able pens, for advanced and primary classes. Grammar and rhetoric have not been ignored. Composition and oral language have been dealt with specially, with a view to placing spontaneous thinking back of all the pupil shall say or write.

Observation has included studies in physics, such as air, the clouds, heat, etc., besides other objective study, leading to drawing, making, and other forms of language.

In literature and general information we have hints from bright pens for the use of myths and other standard stories, lessons on the months, etc., in primary work and critical study of poems in more advanced grades.

The various departments of arithmetic have been treated by able contributors.

In our department of Doing, we have presented work by able teachers in penning drawing, cutting, primary occupations, etc. Mr. Frank O. Payne's suggestions for school-made apparatus have been highly commended by teachers who have found them useful.

In Ethics, which, after all, is the end and aim of education, we have endeavored to show how intimately this subject is related with all others. Reading lessons, history, science, language, etc., have been made to yield ethical culture without forcing impressions or preaching. Our Story Pictures have been utilized in this department, as well as in language. An attempt has been made to show the ethical bearing of school incentives. This effort will be continued.

The culture of Self has been promoted by directions for gymnastic exercises, lessons in physiology and hygiene and character studies.

To assist teachers in forming an average standard by which the children's work may be judged, we have printed representative compositions from the many that have been kindly sent in by teachers, uncorrected. These have been upon the subjects suggested in our Story Pictures and Reproduction column, and also, of late upon others in which less suggestion, or suggestion by more varied methods had been given the little writers.

The teacher wants a standard, too, by which she can measure herself. We have made no attempt to describe the ideal teacher, but our Pedagogical columns have contained a series of articles on the "Personality of the Teacher," which have been intended to assist in self-criticism. Another standing theme in these pages has been School Management. This will be expanded during the coming year.

Our plan for 1893-4, is even more comprehensive in scope and condensed in substance than that for the work we are completing in these last numbers for the current year. We shall fill our eight departments with such material as shall more effectively than ever aid the striving teacher to attain that all-round ideal of education which these departments are framed to represent.

In Number, the staple article each month will be pure arithmetic. The best methods of teaching the four fundamental operations, fractions, percentage, proportion, mensuration, etc., will be exemplified in model lessons and these will be supplemented by skeleton outlines of what should be accomplished during the month. Shorter articles, giving "Teaching Hints" for the correlation of arithmetic with other studies, the adaptation of the work to other grades, etc., will be added.

So in the other departments, each will have a backbone, so to speak, of progressive work, with incidental helps from the brightest teachers.

The Pedagogical pages will continue to lead upward into the purest philosophy of teaching and downward into the best expedient practice, forming a churning room, as it were, where principle evolves by discussion into tentative methodical form.

The informational department will retain its lively tone, giving teachers a weekly view of current progress in American school education, an epitome of the world's progress in general, and a knowledge of the best books for teachers as they appear.

I am anxious to keep my school in "line", writes a Kentucky subscriber, "and find *THE JOURNAL* of great assistance." This extract is followed by an interesting account of his early struggles to get an education, of his taking a school in Western New York and of his finding out that he was not teaching school. This information was exceedingly valuable and set him to thinking and inquiring, and he has been a thinker and inquirer ever since.

This recalls the case of a clergyman who had graduated, taken a church, and settled down to write and read sermons. He soon began to hear of a preacher a dozen miles away, and of the great interest that existed in his parish, and so paid him a visit. He came back a new man; the congregation at once felt a change had taken place; it was no longer "In the third place, and in the fifth place, my beloved brethren." He now set out to get every one at work; his idea of a church was that of an army and himself the leader endeavoring to get the world about him to move in ways of righteousness; before, he did the work and they looked on.

To keep a school "in line" means to organize pupils and teachers in the discovery of truth. To keep it "in line" means to range it along with the forces that move humanity. The same forces that have brought man out of the "stone age" are the ones that will advance the children beyond their present horizon. The forces that the teacher directs are old forces, just like gravitation. Edison did not discover electricity; he did discover ways of applying it. Educative force has always existed; we are beginning to know how to apply it.

## Two Stages of Thought.

It appears that as soon as man arrived at the power of expressing himself in writing, the existence of evil arrested his attention. Among the discoveries in the Euphrates valley are numerous volumes in clay containing supplications breathing the spirit of the prayer, "Deliver us from evil." It was discovered at the very outset that man would do evil acts; and as societies were formed, it became instinctive to provide for the punishment of evil-doers. This was very summary at first. Draco, many years later, believed the only way to make life comfortable for those who were willing to follow right paths was to destroy all kinds of evil-doers.

Since the days of printing, as man has been able to give larger consideration to the subject, he agrees with the older thinkers that evil is the chief obstacle to man's happiness and progress. Those who only look at things in their immediate circle believe that happiness would be increased by some adjustment of the social machinery. Henry George would have land held by a different tenure; others would have all live in a community; others have the government provide for all needs. These ignore that there still remains what the Bible terms "man's evil heart." The wisest and broadest thinkers give their attention, not to the "outside of the cup and platter," but to man's mind. Religion aims at diminishing evil by filling man's mind with ideas of an opposite and distinct nature.

After considering the experience of the centuries, the enlightened races on the earth have come to the conclusion that the most productive way to prevent evil is to begin with the children, to begin with the infant in its mother's arms and accustom it to control and direct its powers. In overcoming evil, great aid, it is believed, may be obtained from the schools; and, instead of putting off the time when the child may pass under the influence of the teacher, it is urged that he enter the kindergarten and there learn to employ his budding faculties and subject all that he does to some purpose that may meet with approval.

At first the fundamental thought was concerning the knowledge the school might impart—this gave the key to all the exercises; the teacher walked about with a rod and literally beat knowledge into the pupil.

As time has gone on, the main effort of thinking men to lessen the evil in the world has come to have a definite relation to the school-house and the work of the teacher. "Does your teaching have an ethical tendency?" is the question proposed to the teacher, or, to put it in other words, "Are you a character builder?" It is essential that there be a fixed determination to lessen the evil that stands between man and his enjoyment of the world. And after having tried the prison, the cross, and the gallows for many centuries the world now turns to the teachers in the schools, with a firm faith that the key to the situation rests with them.

The child must be trained by a wise and instructed parent from the day of its birth; the kindergarten must take up the work of the mother and prosecute it in the same spirit; the primary school must follow on, not making its end knowledge, but character. There must be *training*, and all the way; there must be a wise *bringing up* of the child. This is the direction towards which the schools are slowly but irresistibly tending at this time.

## Education and Progress.

It is a mistake to suppose that the forces set in motion by the teacher do not go beyond the school-room. If the teacher only aims to leave a residuum of knowledge he thereby limits the range of his influence. How wonderfully some men make themselves felt long after graduation day has passed! Thomas Arnold, for instance. No one can now say what were the precise principles upon which he founded his work, but such there must have been.

Progress comes from the influence which superior intellects exert upon others, provided that influence is along lines intended by the creative Mind. This has been so in all past time. Alexander had a superior intellect, so had Napoleon; but neither wrought along with the Creator. He does not favor selfishness, cruelty, and bloodshed. The early history of Greece has many examples of men who wrought for unselfish ends; the present forms of the accounts of the achievements of the Greek heroes have a power that will never die.

The school is a place where it is deliberately planned that the influence of a superior intellect shall be exerted on the impressible minds of youth. If we look for progress to come from the schools we must put in the best intellects we have; they must work hand in hand with the Creator. For, in saying that He "made man in his image" we are to understand that He made man to be in this image, providing the means whereby he could go on from stage to stage of improvement.

The foundations of our progress really lie in the schools. There the influence of superior men, like Washington, Webster, Clay, Lincoln, Longfellow, George William Curtis, and others of that stamp, may be added to the germinal efforts at progress and so the children be carried to loftier degrees of thought. The world has in effect said: "Our happiness lies in our progress; we know of no better way to obtain progress than to put our children as quickly as possible under the influence of superior minds."

Again, attention is called to the definition of progress; it is the movement of the intellect in response to the influence of a superior mind that, seeing the beckoning hand of the Creator, points out the road to a nearer approach to Him; steam engines and electricity have a relation to this progress, but they are not themselves progress.

We shall advance, then, as the schools perform the part that is expected of them. Again and again do teachers on leaving their school-room at night encounter criticism of their work from parents, boards of education, or the press, and, smarting under it, they cry, "When will this cease!" Evidently there is an expectation of something the schools fail to accomplish. Is it not that the school is expected to be a force in the direction of progress?

Quite a number of years ago, there was extreme dissatisfaction felt in Boston, and one member of the school committee interviewed many parents to have a definite cause stated. He reported "they all expressed dissatisfaction, but did not seem to have a definite reason; most of them said the boys did not have a cent's worth of interest in what was going on, or attempt to make anything of themselves."

The world every year is expecting more of the schools, and the criticism it passes on them will be concerning their contribution to the progress of mankind.



## The Suppressed Teacher.

By FRANCIS W. PARKER.

Education may be defined as the science of the economy of human effort in the direction of all-sided human development. The ideal teacher is the teacher who is exercising the economy of human effort in the right direction and in the most satisfactory way. A student may study and drudge, and because he does not exercise his mental and moral power, economically, there is little or no resulting development. The influence of a teacher who is studying economically, who is in love with knowledge and truth, and who strives to impart the enthusiasm of learning to the children, is the most powerful educational influence a teacher can exercise; no method or system can take its place.\*

The first and highest demand in the supervision of teachers is that they shall be persistent, indefatigable students in the direction of their own growth and development. All supervision, then, should be directed to this one point,—economical study on the part of teachers, and the main question for the superintendents is, is this or that teacher an earnest, faithful student of that which he most needs to know? The entire purpose of rules, regulations, courses of study, supervision, teachers' meetings,—should be wholly given up to this one design, that the teacher may use his entire physical, mental, and moral power in the direction of real genuine study and practice of that which his pupils need for their mental and moral growth.

### EDUCATION AND EVOLUTION.

The ideal of human education is co-extensive with the goal of human evolution. The ultimate of education is the perfected being. History plainly reveals to us that there has been a steady improvement in education, knowledge, principles, and methods, ever since education had a name. The persistent and widespread investigation of the laws of the universe, including those which control human growth, is fast evolving new sciences, reforming old sciences, and presenting to teachers, an almost inexhaustible means of the richest study and investigation in the direction of better teaching and training. The marvelous discoveries of the laws of eternal energy and the economization of the same, by researches into the sources and springs of life, are all to humanity, in their last analyses, means of economizing human energy in the direction of culture and civilization. The faith that all development is by fixed, eternal, loving laws, is becoming a cardinal doctrine in men's souls. All discoveries, and in fact, all knowledge, have their highest outcome in education. The Wise Men brought the treasures of the East and laid them at the feet of the little Child of Bethlehem, so the teacher is to bring all these inexhaustible treasures of knowledge and truth and lay them at the feet of the little child of to-day.

No profession or art contains, by any means, such possibilities of improvement and progress as that of the teacher. Education is the science of all sciences; teaching is the art of all arts. It stands above all, surpasses all, comprehends all. How can a teacher look at heaven through a child's soul without catching glimpses of the supreme glory of eternal laws? How can a teacher who is obeying these laws fail to be impressed with the supreme dignity of his mission and work? Every pupil and every lesson may bring new light and new life into the teacher's soul.

\*Liberty is the path of education; civilization and freedom its goal. The teacher's art is to present the means of gaining freedom on the part of the children; but freedom and art are one,—without the liberty on the part of the teacher to study each child and his needs, without the liberty to search for all truth, all knowledge, to supply these needs; without the liberty of applying true principles and methods immediately demanded by the individual pupils, there is not, nor ever can be, an art of teaching. A course of study bound down by text-books and rigidly limited by word examinations, a course of study that consists of a mass of facts to "go

over," "get through," "finish and forget," is the Moloch of mechanical routine upon which our children in countless thousands are being offered; a mechanical routine that has hardly as much art in it as hoeing corn, or digging ditches.

### FREEDOM NECESSARY TO PRODUCE FREEDOM.

The burning question of society in this republic of ours is also the most important question of the teacher: How can each individual have the liberty to become free? How can the teacher have the liberty to become free, and therewith to work out the freedom of his pupils? There is really no other vital question in education, for this question includes them all. The grinding machinery of the present school organizations,—courses of study, rules, regulations, and wrongly and ignorantly applied supervision, have a tendency to suppress, if not to crush out, the best qualities of the teacher; that is, instead of making everything the means of direct and efficient aid to the teacher in learning to teach, these means, through the ignorant authority of inexperienced school-boards and superintendents, are turned in the opposite direction, and suppress the teacher, instead of raising him to higher levels.

No class of day laborers in the world are more under the thumb-screws of authority, organization, and uniformity than are the majority of teachers in our largest cities. The present state of school organizations in a great metropolis, with few exceptions, has an almost over-powering tendency to repress originality, to keep down investigation, to make the teachers mere machines, impelled by lifeless routine. By the present state of school organizations, is meant the fixed rules of grading and promotion, the examinations, and the demand for rigid uniformity. The rule is, in most cases, that the course of study must be implicitly followed as a thing in itself, without the least regard to the salvation of the children. In this storm and stress of "going over," "going through," "finishing," "text examinations," "en bloc promotions," the individual child is lost sight of, is sunken into the mass, and the teacher, alas! sinks with him.

### THE SUPERVISORY FUNCTION

In our largest cities, generally, the highest salaries are paid; therefore the very best teachers are employed. There is, too, generally a large corps of supervisors, consisting of superintendent, assistant superintendents, and principals, whose main duties are supervision, and in addition, a great corps of special teachers. Now, as I have already said, the duties of superintendents, assistant superintendents, principals, and special teachers, can be summed up in one sentence,—their one duty is to *teach teachers how to teach*. Failing in this, the whole organization of supervision and special teaching is far worse than a failure. Not understanding this one duty of supervision,—and supervisors must have something to do,—the whole machinery of supervision is used to keep down the best that is in the teacher, to repress originality by the demand for fixed and unalterable uniformity. Just imagine a thousand teachers at work, each teacher striving to find something better for the child, each teacher an earnest student of the truth, each teacher struggling to study each individual child and assist him, with a corps of honest, earnest experts as helpers and advisors; just imagine the tremendous enthusiasm and earnestness that would spring from each and every teacher; what an unsuppressed desire to know and to learn more of the great art would come to the front and manifest itself in teachers' meetings!!

Of all the lifeless meetings on the face of the earth,—an old-fashioned prayer-meeting (years removed from a revival) not excepted,—a teachers' meeting in a large city is generally (there may be many exceptions)—is generally, I say, the most lifeless of all. The teachers are there because that is a part of their duty; they listen to theoretical platitudes,—the farther the subject is away from their work, the better,—and when called upon to discuss a question, they generally hesitate and decline, because, forsooth, the rules and regulations are so stringent, the authority of the supervisors so dogmatic, the



methods used so incarnated in some authority that if they say a word, it is apt to act like a boomerang, it is apt to reflect on some one and arouse personal feeling. The teachers are there from a stern sense of duty, or from the potent influence of authority. The addresses consist, generally, of detailed directions to enforce existing regulations of studies, and successful attempts to conceal thought. If some venturesome novice presents a new principle or method in a clear light, which clashes with fixed uniformity, there is ordinarily a blast of half-suppressed indignation from those who have long learned lessons of judicious silence or polite reticence in regard to frank, open discussion, and, added to this, there is a boiling desire to speak on the part of a few, who have not yet sunken entirely below the plane of complete self-surrender, yet who know that they imperil their positions if they say what they think.

This is one of the saddest pictures that can be painted, but it is true to life,—or better, to the death,—if years of experience have given the writer a sound judgment in that direction. What is the use of studying the science of education, of learning new methods, of investigating fresh branches of knowledge, if the teacher cannot in the end apply them with the necessary liberty, in the school-room? If the teacher is confined to dull and deadening routine, if she is successful in promoting her pupils at the proper time, *en bloc* from one grade to another, if the demands of supervision are fully met by word learning, and word reciting, what is the use of studying and delving and practicing? The answer of the suppressed is, there is no use.

Our schools are filled with excellent men and women who are ready and willing to move onward, many of them more than ready, and as I have already said, the very attitude of their minds towards truth and their earnest desire to gain it, is the highest and best influence of a teacher over pupils; but the awful fact is that supervision too often, to-day, by superintendents and school-boards, has for its main outcome the suppression of all that is best in the teacher's efforts to make progress. Artisan work is too often the principal function of the teacher, and artistic work the exception. The crying demand of our common school system is educated, cultivated, trained experts in education as superintendents and supervisors.

The smallest pedagogical unit is the question. The unity of the question is the unity of indivisibility. A question that asks two things is not a question, but two questions. The first essential of the pedagogical question is its singleness. The second is its place in the series. The questions of Socrates admirably illustrate both these points. The great problem of education is to make every question a correctly placed unit. Effort to do this has given rise to much presumption in the building of educational systems. Long series of questions become text-books and series of text-books become systems of education. Thus the pedagogue built a ladder to reach the skies and argued its acceptance upon the uncritical educational legislator. But the ladder did not reach the skies, and no sort of mending or straightening or stretching out has to this date been able to render it effective. It was like the old systems of astronomy,—very ingenious, very fine, but founded on a too finite conception, and not in accordance with the facts. It ignored the very first principle in education. This is a due consideration of the nature of the thing to be educated. The impossibility of predicting ahead the place of each question in a long series arises from the individuality of the student. Owing to natural character or previous experience, he understands and answers each question in his own way—or fails to understand and answer it. This is why education can never be mechanical, and why every attempt to reduce it to mechanism must inevitably fail. The presence of the living teacher is necessary, to insure that each step is firmly taken and that, to secure this end, the series is continually modified to meet the needs of the individual pupil.

E. E. K.

## The Old Education and the New.

By B. O. FLOWER.

(In the preparation of this article I have availed myself of one written for the *Inter Ocean* in April last, apropos of the contest going on in Chicago over the retention or omission of certain studies and employments in the public school course. The contest is really over the entrance of the ideas of the new education.)

The new education stands for growth and development. Its influence will give a deeper and richer significance to life while it will necessarily lessen crime and pauperism.

In my observations I desire briefly to examine the *aims and tendencies* of the two methods of educational training, for the system which is opposed by superficial politicians is in many respects fundamentally unlike the old method. I also desire to point out the valid claims of the new upon the favorable consideration of those who are too thoughtful to mistake an epithet of contempt or a shaft of ridicule for an argument.

### THE OLD EDUCATION.

The old system trained the intellect along certain narrow lines and wedded thought to books; thus its tendency was often repressive, and it too frequently destroyed that vigorous independence of thought and originality of conception which have been responsible for almost every great discovery the world has seen. The pupil learned to take his ideas from books rather than indulge in original reasoning; indeed, frequently under the old method the child who presumed to question was asked in supercilious tones by the parrot-like teacher if he imagined he knew more than the author of the text-book. It was this repressive tendency of the old system which led to the criticism, which unfortunately was often very just, that our educational institutions "were polishing pebbles and dimming diamonds." Moreover, the child failed to associate written thought with objective realities, and thus passed through life with his school learning in one mental compartment and his practical knowledge in another.

The spirit of the old method, while fostering scholasticism and a reverence for the authority of the past, was not favorable to the development of genius, to original conceptions, or to the inventive spirit; moreover, there was nothing about it which tended to dignify manual labor. The child who to-day manufactures a box, makes a chair of cardboard, or models an object in clay, has called into action his inventive skill along practical lines, while, what is still more vitally important, he has learned, at the most receptive moment in the formative period of life, to enjoy manual work in the miniature and to regard it as interesting and "respectable." Had these new methods been brought into requisition earlier in our history, the conscious or unconscious contempt for manual labor, present to so great a degree in the minds of those trained under the old method, would not to-day curse the very atmosphere of social life. One of the most fatal defects of the old system was its failure to impress the dignity of physical labor on the minds of its scholars, by bringing them in practical relationship to physical work, and while the method at present employed in our primary schools is only a step in the right direction, it at once stimulates the inventive spirit, dignifies physical work, and gives the youthful brain, by association with school life, an appreciation of manual labor which takes away the idea that it is degrading.

In many respects the old-time conceptions of education resembled the ideals held by the Chinese. The brain of the young fronted the past rather than the future, and the intellect was drilled along hard and fast lines while the higher and finer elements of child nature were permitted to rest dormant during most receptive period of life. The ethical side of the youthful nature, from whence comes the purest and highest pleasures and which contributes so much toward a noble character, was at best only incidentally touched upon. One result of this lack in character development or moral culture is apparent to-day in the merciless selfishness of some of our shrewdest business

men, who do not hesitate to commit deeds which increase the burdens and add to the misery of millions of their fellow creatures. A further result may be seen in the rapid colonization of Canada from our centers of wealth, due very largely to this fatal lack of developing the moral character during the plastic hours of early childhood. The new system seeks to remedy the defects of the old. The most progressive and thoughtful teachers, who are also careful students of social and ethical problems, have observed that man's life is largely molded by impressions and thoughts given at certain periods in life, and at no time has thought such destiny-fixing power as during the early years of life, when the brain is plastic and receptive.

The child who at school receives only dull and irksome instruction, and into whose home life the higher pleasures do not enter, will soon have his brain filled with low ideals and a taste for gross pleasures found on the sensual plane. Let the mind during this formative period brood upon these base objects and imagining, and a downward bent is given to life. Low jests, coarse language, and frequent participation in vicious and degrading deeds in order to gratify abnormally developed passions, result in making a man with low ideals, sensual tastes, and uncontrollable appetites; a man who is likely to squander the little he may earn in drink, and who is liable to become a criminal or a pauper.

#### THE NEW EDUCATION.

The fact that children during the period when the brain is plastic come under ennobling influences, when their brains are filled with thoughts and ideals seductively presented, but which are refining in character, the aspirations, tastes, and, in fact, bent of life will in a large proportion of cases respond to these upward impulses, is to have a productive application. The new education would fill the brain with music and song; it teaches the child to draw and color, and thereby gives him a taste, which, while positively refining in its direct influence, is also subtly developing a deep-rooted appreciation of the glories of nature and art undreamed of before. Through his young brain, instead of the vile jests and repulsive stories of the street, float strains of melody breathing sentiments of patriotism, of noble attainments, and of love. He sees the glory of the sunset with a sense of keen delight, whereas before he never so much as noticed the splendor of the greatest of all artists. Every flower possesses a new charm. The art galleries and museums hold for him an interest far greater than the saloon holds for his father.

In a word the influence of this new education has been the practical carrying out of the divine injunction to "overcome evil with good." The teacher has opened the windows of the soul and revealed a new world whose pure pleasures exalt, and will prove a rich heritage through life. This is one marked tendency of the new education, and this is the influence exerted to a greater or less degree by music, drawing, color-work, and modeling which the enemies of the new education contemptuously dismissed as useless "fads."

Another serious flaw in the old system lay in its indifference to the proper development of the physical body. Through this fatal defect hundreds of the brightest minds emerged from our educational institutions, learned in the wisdom of books, but with physical constitutions wrecked, doomed to a life of invalidism, painful alike to themselves and those who were unfortunate enough to be associated with them. Now, the new education recognizes the necessity of a sound body, as well as a strong mind and noble character; hence it teaches physical culture, which tends not only to develop health, but also gives to the child the easy grace of movement which hitherto has been a marked characteristic of children coming from homes of wealth, culture and refinement, and here again its tendency is to lift the aggregate of young life to a higher plane of being.

The old system of popular teaching was productive of much good, and was a splendid step in advance of the general illiteracy of the masses in earlier times. It

was a distinct progressive step in the history of popular development, but what met the limited requirements of the civilization of yesterday falls far short of the higher demands of the present, and, while not disparaging the good qualities of the old, it is our duty to recognize its serious defects, and so far as possible remedy them.

Briefly, then, there are these vital points of difference between the old system and the new education. The former trained the intellect along certain lines of thought. It taught the studious pupil to read and write, to become more or less proficient in arithmetic, to know a little of geography, history, grammar, and some other studies, but even here, while accomplishing much good, it frequently made bookworms rather than independent thinkers of the brightest brains, while to children of duller mentality its didactic methods rendered schooling irksome, so that the most vital hours of life often pass without the child receiving the indelible ideals of a noble life—a strong taste for good literature, a keen appreciation for the beauties of nature and art, and the refinement which comes from music and contact with the fine arts. Its tendency was to develop the intellect by book training, while the character on the one hand and the physical body on the other, received comparatively little attention.

On the other hand, the new education addresses itself to body, brain, and soul. It recognizes fully the value of book learning, but at the same time guards against that pedantic reverence for books and for ancient thought which tends to make imitators. It fronts the dawn rather than the evening. It stimulates the inventive and creative spirit by teaching the child in the primary school to manufacture boxes, chairs, and to model in clay. It also thus early in life establishes a right idea in regard to the dignity of manual labor and gives an added interest to the common things of life; the child who makes a little box in school finds a pleasure and interest in the large box on the street, not known before. Now, one of the great functions of education is to quicken thought, to awaken the creative spirit, and to develop originality of thought.

Secondly, it develops the capacity for enjoying the highest and most elevating pleasures by the introduction of music, drawing, painting, and modeling, and by calling constantly into the mind noble and pure ideals.

Thirdly, it develops the physical body and gives the easy grace of refinement to the movement of the body.

In a word, the new system aims to develop the body that the pupil may carry an atmosphere of health through life; to illuminate the brain, giving not only a trained intellect, but a mind capable of forming independent judgment; to cultivate the higher nature that the finest sentiments of life and the most real sources of delight may be fully appreciated by the awakened soul, and thus give to the republic a normal manhood and womanhood.

Mr. Flower speaks of "developing the moral character during the plastic hours of early childhood." We usually hear of the "plastic years of childhood," but this writer strikes a deeper note. It is hour by hour that character is built, and the greater its immaturity, the greater the power of what may be put, for good or evil, into "one little hour." Not that every hour may be an hour of intense moral growth. There is such a thing as moral rest as well as moral exercise. During the periods of rest, the moral nature is preparing itself for further growth when the time for thinking on some ethical theme or doing some good act shall return. Every hour and its needs should be the subject of special study. The hour of theoretical ethics when moral questions are studied and moral sentiments aroused by thinking; the hour of practical ethics, when the opportunity for doing arrives; and the hour of rest, when morals are not thought of, but the mind is turned to other subjects.

# Great Teachers of the Past

## 1500. Four Centuries. 1900.

### Schools at Close of the Medieval Age.

Four hundred years ago there were no public schools in Europe. The schools that existed were ecclesiastical institutions whose sole object was to make the pupils



A MEDIEVAL SCHOOL.

obedient servants of the church. Education was regarded as a mere preparation for trades, professions, and clerical duties. There were no schools for girls anywhere; if parents desired to have their daughters instructed, they let them learn Latin. The great mass of the people was kept in a state of ignorance and barbarism.

The school teachers of that time were a decidedly disreputable lot of men. Employees of the church who were not fit to perform any higher (?) duties were put into the school-room. These were the aristocrats, as it were, of the trade. The majority of the schoolkeepers were disabled soldiers, tradesmen who could not earn enough money at their work to provide for their families, vagabonds looking for shelter during the inclement winter months, etc.

The discipline of the school was never more cruel. Erasmus Alberus (1500-1553) writes: "When I went to school I have often witnessed how horribly the poor children were treated: their heads were run against the walls and my own was also not spared. I was eight years old when I had a teacher who when he was full of wine, yea full of the devil, drew me sleeping from the straw on which I lay, took me by the feet and pulled me around, up and down, as though I were a plough, so that my head was dragged over the ground and was well bruised. . . . Then he began another game (!): he took a pole and compelled me to climb up to the top and then let it fall so that I struck the ground; that was to make good *ingenii*, as he thought. Finally he took me and shoved me into a bag and hung me out of the window. . . . I was taught so well that I could not decline a noun when I was fourteen."

During the whole of the medieval period instruction was wholly dependent upon the priesthood. The head of the church was the head of the school. Teaching was not regarded as a special study, but merely as a branch of theology, and the least important at that.

### Revival of Learning.

In the 14th century a movement had been set afoot that was destined to become a power and to scatter the darkness of medievalism. A small body of men began to emancipate themselves from the despotism of tradition and to reflect upon the destiny of man and the purpose and means of education. They compared the degenerated human race with the ideals of true manhood as described by the classics of Rome and Greece. Here man was degraded to a mere fraction in an unyielding social organism, there the individual man counted for something; here intellectual pursuits were reserved for a few favored ones, there every man had access to the fountains of knowledge; here cast-iron formalism and groping in the darkness of narrow, dreary, and monotonous scholasticism, there art, science, and literature flourished. To rejuvenate mankind after the model of classic antiquity became the end and aim of their work.

This movement, commonly called *humanism*, began in Italy and from there spread over the whole Europe. In Germany it resulted in the Reformation, a most important event in the history of education, as it led to the birth of the primary school and the system of modern state instruction, and introduced a new, *subjective* instruction and principle of individuality and reason. The greatest among the German humanists were Luther, Melancthon, Trotzendorf, Sturm, and Neander.

### Rise of Realism.

The learning of dead languages and religious dogmas was given undue prominence in the schools of the humanists. The practical side of life was ignored. The main interest of the age centered in the advancement of the higher institutions of learning; the elementary school was neglected.

The opposition that naturally arose against this one-sided turning away from the requirements of actual life, found its first forcible expression in the writings of Rabelais. He was followed by Montaigne and Bacon. The movement started by these men has been called *realism* because it aimed at practical life-efficiency above

everything else, and was most closely connected with reality.

Four distinctive steps will be noticed in the growth of the movement:

1. The necessity of instruction in sciences and arts was shown and the method outlined.—*Rabelais*.

2. Introduced in school-room practice, the lack of a logical organization of the sciences became apparent.—*Schools of the Jesuits*.

3. The sciences were reconstructed, a universal and concrete



F. RABELAIS.

method worked out, and a systematic and complete application of the method to the facts of nature determined.—*Bacon*.

4. The principles of Bacon were transplanted into the theory of teaching.—*Ratich and Comenius*.



## FRANCIS BACON (1561-1671).

Bacon (Lord Verulam), the founder of empirical philosophy, was born in London, 1561, and died at Highgate, 1626. His principal works are the well known "Essays," the "Advancement of Learning," and the "Novum Organum." He was the first to make the



FRANCIS BACON.

method of induction the object of comprehensive reflection and investigation. He devoted his life to the inauguration of a reform of the existing sciences and the reconstruction of all knowledge.

## SCHOOLS OF THE JESUITS.

In order to stem the torrent of free thought that began with the birth of Protestantism, Loyola (1491-1556) organized the order of Jesuits. The schools established by them were for almost two centuries the foremost institutions of learning. Francis Bacon pointed them out as models of his time. "As regards pedagogics," he wrote (*De Aug. Scient.*, vol. 6, ch. 4), "consult the schools of the Jesuits; they are the best that has ever existed in this direction."

The Jesuits adopted a carefully planned educational theory; in their school organization they followed Melancthon; in methods Sturm was their model; in discipline the principles and scheme of Trotzendorf were their guide; the ideas of Rabelais respecting the teaching of arts and sciences, physical training, and play were put in practice.

While there exists wide divergence of opinion regarding the order itself, it is conceded that it made great contributions to the advancement of educational practice.

## The Seventeenth Century.

Ratich\* (1571-1634) made an attempt to introduce principles of Bacon's philosophy in pedagogics. But as he aimed at notoriety and self-aggrandisement rather than the good of education, his work lost much of its force. By his agitations for school reform he prepared the way for the later masters in the educational field; that is perhaps his greatest merit. Comenius accomplished infinitely more: he worked with disinterested zeal for the elevation of the people and framed a system of education that up to this day has not been equalled in harmonious completeness. He built on Bacon and adopted what appeared sound from Ratich's system. Latin, which up to that time was considered the one and all in education, was forced into the background and instruction in the mother-tongue pushed to the front. Comenius demanded that teaching should begin with an actual observation of things and not with a verbal description of them, and should follow the natural development of the mind. He elevated education to the rank of an art, regulated by a distinctive theory.

\*Or Ratke.

## JOHN AMOS COMENIUS (1592-1671).

Comenius (Komensky), the most influential educationist of the seventeenth century, was born at Hungarian-Brod, Moravia, March 28, 1592, and died at Amsterdam, Holland, Nov. 15, 1671.

As teacher of a school at Prerau, he attempted a reform of teaching after the plan of Ratke's "Improvement of Instruction." He published his first great work, the "Janua Linguarum Reserata" in 1631. The master work of Comenius, the "Didactica Magna," written originally in Bohemian, appeared in a Latin translation about 1638. An abstract of this book was published in England. The "Didactica" was the first complete systematic treatise on education ever written. The best known of the works of Comenius is the "Orbis Pictus" (The World in Pictures), the first picture book for the systematic instruction of children. It appeared at Nuremberg, in 1657, and was for almost two centuries the most popular text-book for the instruction of children.



J. A. COMENIUS.

## The Eighteenth Century.

## Education Built on a Psychological Basis.

Comenius lived in a stormy age. His whole manhood was coincident with the Thirty Years' War and the insurrections that followed in its train. It is not surprising, therefore, that the plans of education that he proposed did not immediately go into effect. A period of complete exhaustion of the people followed. Commerce, manufacture, agriculture, the trades and professions had suffered greatly. The struggle for material existence absorbed all interests. An ideal plan of education could not satisfy the people; it wanted tangible results—something that would make the children practical wage-earners. This desire asserted itself in pedagogics. Locke came forward with a scheme for the bringing up of practical "gentlemen;" Basedow continued and extended it so as to embrace the bourgeoisie and to supply the world with wise rulers, good professional men, practical business men, skilled mechanics, etc. Pestalozzi started out to help the farmers and to furnish the children of the poor in general with the knowledge and skill necessary to lighten the burden of their lot. Material happiness was for a while the end for which the educationists labored. But although these men started out with so low an aim in view,

their conception of education broadened gradually, and when they finally gave to the world the result of their investigations, they presented schemes more perfect than there had ever been shown before. More perfect, we say, because they placed education on a firm basis—the laws of the inner life of man.



JOHN LOCKE.

## JOHN LOCKE (1632-1704).

Locke, the illustrious English philosopher, was born at Wrington, in Somersetshire, August 29, 1632, and



J. E. BASEDOW.

died at Oates, in Essex, October 28, 1704. His greatest work, the *Essay Concerning Human Understanding*, was published in 1690. This was followed in 1693 by his pedagogic treatise, the *Thoughts on Education*. His well-known book on *The Conduct of the Understanding* appeared after his death.

## JOHN BERNARD BASEDOW (1723-1790).

Basedow was born at Hamburg, September 12, 1723. In 1774, he established the Philanthropin at Dessau, a model school in which his plans were put in operation. This institution continued for twenty years. Its influence has done more to banish abuses from the school-rooms than all that had been said and written up to that time. Basedow died at Magdeburg July 24, 1790.

## JEAN JACQUES ROUSSEAU (1712-1778).

Rousseau was born in Geneva, June 28, 1712, and died at Ermenonville, near Paris, July 2, 1778. Some one has summed up his life and work in this laconic criticism: "Jean Jacques Rousseau was born at Geneva, thought at Paris, wrote at Montmorency, plagued and tormented himself everywhere. His body he left to Ermenonville, his head to Emile, his heart to Julia, and in his Social Contract he bequeathed to the world the restlessness of his soul." The *Social Contract* became the text-book of the French Revolution. "*La Nouvelle Heloise* (Julia), written to turn all hearts to nature for the sources of highest and purest delights, stands today unrivaled in beauty of description, the master-work of a poetic genius. *Emile* has become a classic in the literature of education.



J. J. ROUSSEAU.

Pestalozzi was greatly influenced by this educational message and was inspired with the thought to help advance the education of the people.

## The Nineteenth Century.

## JOHN HENRY PESTALOZZI (1746-1827).

Pestalozzi was born at Zurich, January 12, 1746. His whole life was consecrated to the uplifting of the poor, suppressed people of Switzerland. "*All for others, nothing for himself*," which is inscribed on his monument, tells the story of his life. His educational work began with the founding of a house of refuge and closed with the establishment of a school for children of the poor.

Pestalozzi is justly honored as the founder of modern pedagogics. His influence, particularly on elementary education, has been

prodigiously powerful. The primary school of to-day is built on his foundation principles. His ideas have immortal power. They have been further developed by his followers, practically by Diesterweg and Fröbel, theoretically by Herbart and Beneke. Rosenkranz, whose work on the "Philosophy of Education" is well known to American educators, was a Pestalozzian. Herbert Spencer also should be mentioned among the illustrious followers of the great teacher of Yverdon.

## HERBERT AND BENEKE.

The theories of Herbart and Beneke, as developed in the past fifty years, represent the best that has been reached in the evolution of pedagogics. They contain nothing new. But they have brought system and order into pedagogics. They have used the ideas of the great masters of all ages as building material for a science of pedagogics. To be understood, the history of education must be studied. With-



HERBART.



J. H. PESTALOZZI.



F. FRÖBEL.

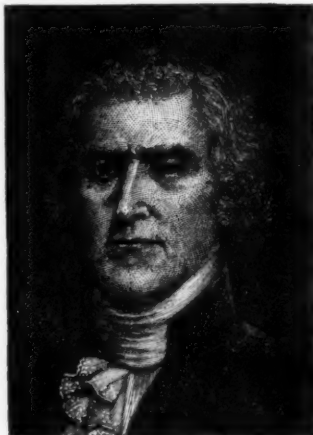
out this study there can be no progress. The experience of the teachers for centuries back are the best guides that the thoughtful educator can choose.

## Pestalozzian Era.

FRENCH INFLUENCE AND JEFFERSON.

In the Southern states began a great educational movement after the Revolution. The ideas of the French encyclopedists and Rousseau were the dominant forces. Thomas Jefferson joined it, and it is owing mainly to his zeal and energetic reform work that it gave a powerful impulse to the regeneration of education. His primary object was the establishment of a state university on the principles promulgated by the French thinkers. But he was no less interested in common school education. In 1770, he introduced into the General Assembly a bill providing for the foundation of schools, for the *free training of all free children*, male and female, for three years in reading, writing, and arithmetic. His broad plan comprised primary, secondary, and higher education. "Were it necessary," he wrote to Cabell in 1823, "to give up either the primaries or the university, I would rather abandon the last."

In the history of American education the work of no man has had a more powerful and far-reaching influence than that of Thomas Jefferson. The great educational revival after the war of 1812 sprang from this source.



T. JEFFERSON.

## First News of Pestalozzi.

MACLURE AND NEFF.

The news of Pestalozzi's educational work had reached the United States already in the first decade of the present century.

Neff published a book on education, in 1808, the first account of Pestalozzi's plan that appeared in our country. Unfortunately he had too little knowledge of the language of the country to express himself clearly and pointedly, and his work had but little effect. Maclure accomplished more. Through articles in the *National Intelligencer* and lectures, he interested a large number of intelligent Americans in Pestalozzi's work and principles of education.

JOSEPH CARRINGTON CABELL.

Another man to whom our country owes much for the introduction of the Pestalozzian ideas, is Joseph Carrington Cabell, a Virginian. He was a graduate of William and Mary College. Educational methods appear to have been his principal object of inquiry. He was particularly interested in Swiss education. He visited Pestalozzi at Yverdon and studied his school and the principles on which it was built. He afterwards endeavored to introduce the Pestalozzian system in Virginia. In 1806 he returned from his tour of educational observation. His influence in educational matters, particularly in founding the University of Virginia, was "second only to that of Jefferson."



H. MANN.

## EDUCATIONAL AWAKENING.

Meanwhile a reform had been begun in the organization of the higher institutions of learning, owing mainly to Jefferson's plan in the founding of the University of Virginia. Then followed the great educational revival that spread over the whole country and brought new life into the systems of public instruction. Asso-

ciations were formed to promote the diffusion of pedagogic principles. The Western Literary Institute and College of Professional Teachers, begun in Cincinnati, became a powerful agency in education. Lyman Beecher and C. E. Stowe were among its enthusiastic members. Mrs. Sigourney and Mrs. Willard wrote papers on female education for it. State educational associations came into existence. Teachers' institutes, were organized. Normal schools were opened and became state institutions, owing mainly to the exertions of two men—James G. Carter, "the father of normal schools," to whose efforts was due the passage of the Normal School Act in Massachusetts (1838), and Edmund Dwight, who gave a large sum of money to found the first establishment of this kind. The Massachusetts state normal was opened in 1839, at Lexington.

## THE HORACE MANN ERA.

Much had been said and written before that on the improvement of education. In the higher institutions new life had begun in the days of Jefferson, but the common school had been neglected. Through the efforts of Mann

the friends of education were stirred up everywhere to action. What up to that time had been held in theory was now to be put in practice. A revolt began against the methods employed. Better school buildings were erected, the old slab benches thrown out, commodious desks were brought into the school, and the interior as well as the exterior made more attractive. The discipline of the school became less harsh. The idea took root somewhat that mental development and not text-book study was to be aimed at. The new ideas needed men and women better prepared as teachers. Normal schools were founded to supply them. The first state institution was that at Lexington, Mass. New York followed by establishing a normal school at Albany. To David P. Page who was its first principal the American public school owes a debt of gratitude. Not only did he give his pupils a thorough preparation for their future duties, but he inspired them with a love of teaching, which to him meant the highest and noblest profession, a co-operation with God in the education of the American people.

## FRÖBELIAN WORKERS IN AMERICA.

As early as 1850 Fröbel's work became known in this country. Dr. Barnard called attention to it. Then came Miss Elizabeth Peabody, and it is mainly due to her untiring missionary efforts that Fröbel's ideas were disseminated and the kindergarten firmly established on American soil. Fröbel was a disciple of Pestalozzi. The discussion of his ideas gave a deeper meaning to Pestalozzianism, and thus the elementary school derived a substantial gain.

## HERBARTIAN PEDAGOGICS.

At present efforts are made to acquaint the teachers of the country with the works of Herbart, the founder of scientific pedagogics. A translation of Lange's *APPERCEPTION* has been published, to provide material for the study of the most interesting phase of the Herbartian system. Rooper's *A POT OF GREEN FEATHERS: A STUDY IN APPERCEPTION* treats the same subject and has become very popular.

\*By courtesy of the American Book Company.



D. P. PAGE.



# Education at the Close of the 1492. Nineteenth Century, 1892.

As disclosed by the Columbian Exposition and by representative schools.



It can only be attempted in this article to give a glimpse of the educational situation as the nineteenth century is about to expire, and the twentieth century to come in. The object is not to show the number of pupils in the schools, the amount expended in teaching them; in fact, no statistical information is aimed at. The aim is rather to portray the educational movement, or to show the trend of that movement.

Four hundred years have elapsed since the schools of Columbus' day strove to diffuse the limited knowledge then possessed. The apparatus, the buildings, the knowledge communicated, the aims of the teacher, the expectations of the pupils, the courses of study, all these differed from those of to-day, for the world was different. Signs of accelerated movement appeared among the European nations as the 15th century closed; the sailing of Columbus was only one of these; the news he brought back was an electric shock to Europe.

The discovery of the art of printing preceded the sailing of Columbus just half a century and the vast changes that have taken place in these 400 years really turn on that, and not on what the Italian navigator accomplished. It is believed that America had been previously discovered, but it was done in times when there was no certain and rapid way to distribute information by the art of printing. The four centuries now about to close are notable for untiring efforts to accelerate the acquirement and communication of knowledge; it is apparent that the ability to read and write will be in the possession of the entire human race before many centuries have passed. The SCHOOL has risen to a place of high public importance.

Schools have existed as far back as we can trace man. When he emerged from the barbaric stage, there was an instinctive appreciation of their relation to the welfare of the race. The English people seem to have led in the placing of schools on some permanent foundation. Cambridge university is on a foundation that was laid in 630; a school is mentioned at Oxford by Pope Martin in 802. To this King Alfred added others in 879; a school was founded at Winchester in 1373 which still exists; one was founded at Eton in 1443. These are all anti-Columbian dates. But the ancient and the modern idea of the school greatly differ. That all children rich and poor have equal claims for education, that the teacher should be a person of more than ordinary ability, that the curriculum should go far beyond the few arts that bear directly upon getting a livelihood, that the child is to be considered of value, in fact that the world is to take the interests of the coming generations into serious account, are modern ideas. That the book is to be used in school to aid the pupil to go towards real knowledge as a rail-car enables him to reach a destination, that he is to be encouraged to observe and think for himself, that his ability is not to be measured by what he can cram into his memory, that his stay in school is to be made pleasant, that he is to be treated there with the utmost justice and kindness, are modern ideas.

It is to be noted as a modern idea that the work done by the pupil in the school ought to receive most thoughtful attention of the people at large. Exposition of work done in school-rooms has become an important feature in America during the past decade.

The Columbian exposition will enable the ideas of education at the close of the 19th century to be contrasted with those entertained at the close of the 15th century. The educational exhibits are gathered from a wide field and form a distinct and important feature of the exposition. A very clear knowledge of what is going on in the schools of America in 1893 can be ascertained from an examination of the vast collections of pupils' work. As but a little can be exhibited in the limits of this article the attempt will be to discover the trend of the educational thought of

the world as the last sands of the century are passing away.

Considering the work in its large lines, and looking broadly and deeply as space will allow at the educational aspects of the times, it will be seen that *there is a higher valuation of the child and a deeper sympathy with him*. It is hardly too much to say that every child in the American schools has learned that the work of children was to have a place in the Columbian exposition; and a vast number of the children are represented in some form of work. The work of very tiny hands is shown, for a striking characteristic of the idea of these years is that education should begin as soon as the child leaves its mother's arms. It has accepted the kindergarten, and the humanity that is embodied in that novel system of instruction. The boy at school, down to a period reaching these present years, was looked upon as possessed of an evil disposition; the sufferings of children having poor memories, or tendencies toward play, will never be written. The ancient seal of the grammar school at Hawkeshead, England, where Wordsworth was a pupil, represents a master with a bundle of birch-rods in his right hand; he points upward with his left. But a brighter day has dawned. It is no



SCENE IN A KINDERGARTEN.—(FIG. 1.)

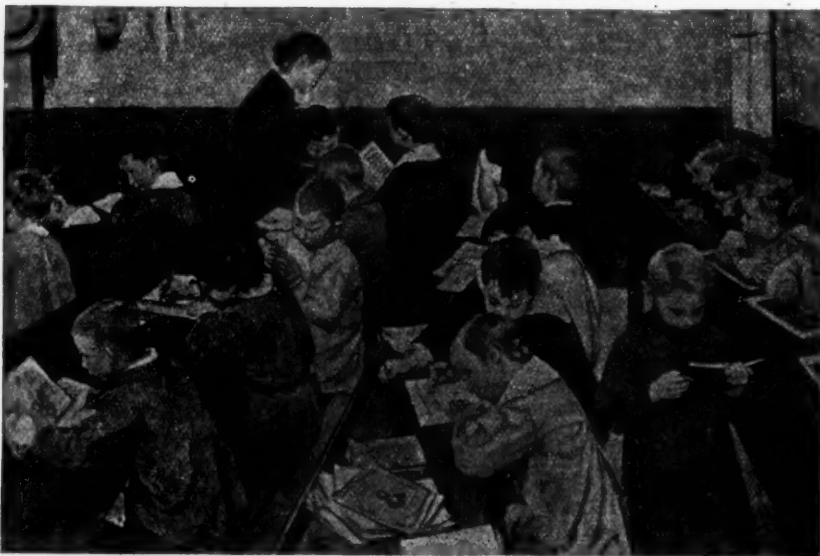
longer wicked for the child to make pictures or fold paper in various forms.

The Kindergarten has been fully accepted. After a steady debate of over a quarter of a century it has been assented to that its principles are founded in the deepest philosophy of childhood.

A glimpse into a kindergarten shows there is an absolute attempt to render the child happier. (Fig. 1.) The exhibits sent in from kindergartens will probably create more astonishment than those from high schools.

A comprehension of the kindergarten is certain to give to the entire body of teachers broader ideas as to what education really is. The child was once supposed to be under the educational process only when he had a book in his hand. It was the discovery of Fröbel that the work of the mother was scientific in the highest degree; a discovery made in the present century. "How Gertrude Teaches Her Children," by Pestalozzi, shows that he still earlier than Fröbel was following the immortal Bacon, attempting to deduce laws from observing phenomena.

These two men have given a decided bent to the educational thought of the century; have affected it more than any other stream of thought has been affected. Pestalozzi rightly said, "I have turned the car of education around." That he would so have affected his times seems altogether like a romance; he prepared the world to be ready to believe in Fröbel whose first presentation of his games were looked upon with contempt. Those who watched his processes and compared them with the usual school processes and called him an "old fool," but pronounced the verdict of the age in which they lived. But his wisdom has been vindicated.



IN A FRENCH SCHOOL. (Fig. 2.)

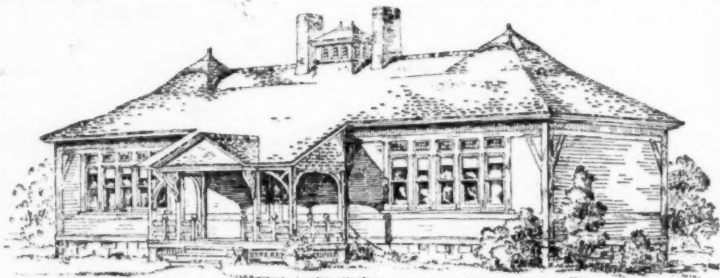
The primary schools are passing out of the stage of formalism and routinism, once so prevalent, into that of an application of natural means to promote appropriate mental, moral, and physical development. The question, "Are the children happy?" is being considered as well as the question "Are they learning their lessons?" Ex-Supt. Eliot, of Boston, says that when he proposed the first question to a primary principal she seemed startled, and finally replied that she did not consider it important to know. But a decided change has taken place and great efforts are now made to cause the child to be happier at school than at home by permitting the influences that come from associating with a number of his own age to have sway, and to make them assist in his education.

*There is a determination apparent to conduct the educational work on a large, generous, and effective basis.*

The expenditure of money for school buildings has risen rapidly during the past fifty years; a stranger cannot cross the continent without concluding that the American people put a high value on education; the largest and most attractive structure in a new and struggling town will be the common school-house.

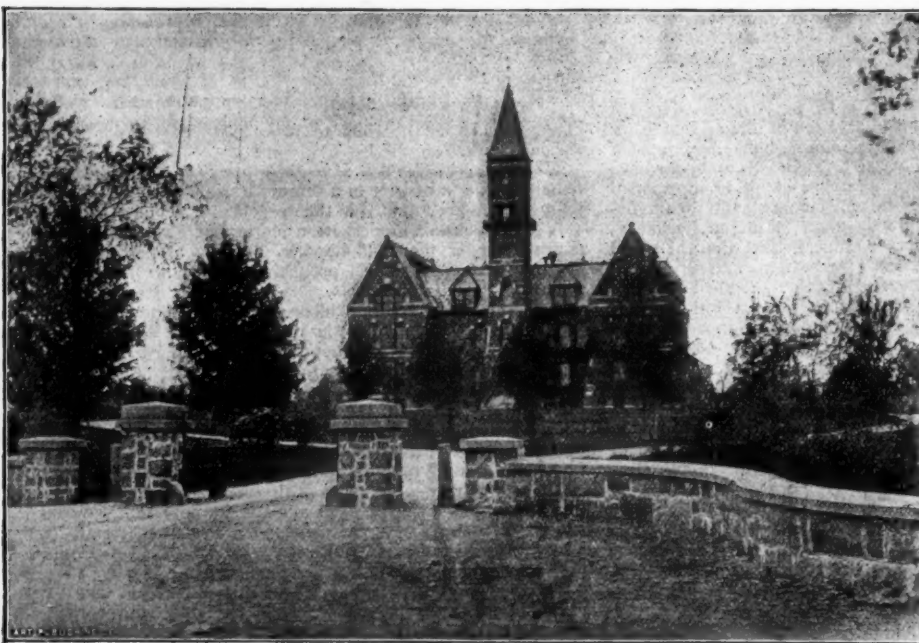
as well as they have been understood.

The buildings in the cities are oftentimes almost palaces; the floors, wainscots, desks, and doors are of hard wood; the



A TWO-ROOM SCHOOL-HOUSE. (Fig. 3.)

ceiling is metal. There is a tendency to secure space for play grounds; and, costly as land is, "out of door play grounds" may be considered as a needful feature in the public schools that will be constructed in the near future.



TRAYER ACADEMY BRAINTREE, MASS. (Fig. 4.)

The rude buildings once used for the district or neighborhood schools are rapidly giving way to well-built and often architecturally attractive ones. (Fig. 3.)

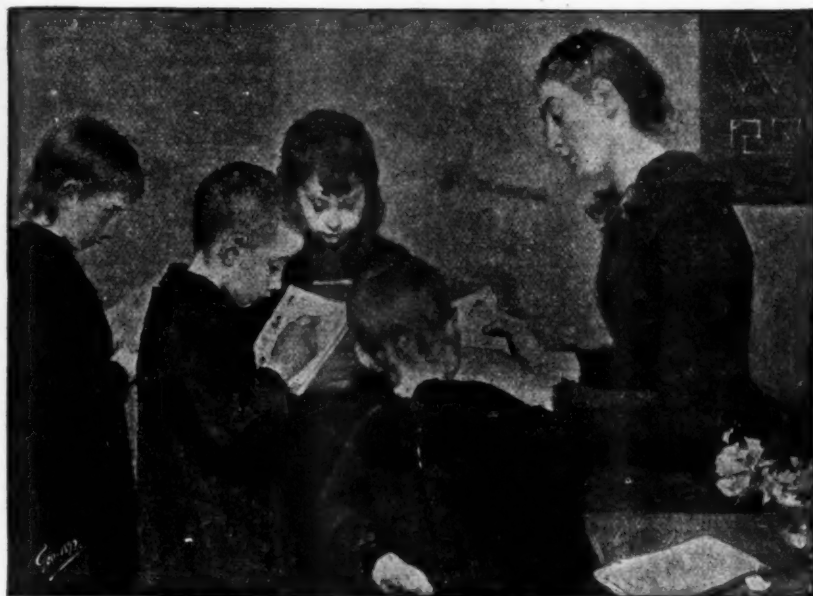
The cities are erecting structures for educational purposes on a grand scale.

While there has been a great expansion in the direction of public schools, the private school interest has by no means neglected to keep pace with the march of improvement. These, with the academies and colleges form a most important part of the educational forces at work. (Fig. 4.)

The buildings that have been erected for school purposes during the last quarter of the century are in remarkable contrast with those erected at any time previous.

The most expensive building in the towns on the prairies in the northern belt of states, is the one the people have erected for the public school. Matters relating to lighting, locating, and ventilating have been considered

Many of the buildings or private school purposes are also exceedingly elegant; the one for the Berkeley School in New York city is an example. While it might be supposed that the appropriation of money to the support of public schools would diminish the number and force of private schools, it seems not to be the case. All really strongly conducted private schools seem to flourish. The Business Colleges are examples of this in a marked degree. The Parochial schools are further evidences that education is considered a proper subject for a generous expenditure of money. In fact, the American people have entered upon what may be termed the "educational age." All classes see the perpetuity that of the republic depends on education; all are agreed that the "golden age" is to come through advancement and not regression.



IN A FRENCH SCHOOL.

*The interest in education reaches all classes, all races, and both sexes.* By different lines of argument the enlightened world has arrived at one conclusion, that knowledge should be possessed by all the people; where there is a difference of opinion it is in regard to the quantity mainly. The 44 states, the six territories, and the federal district have common ideas concerning the duty of each to offer the opportunity of education to every child in their bounds, no matter what its nationality, its color, or its sex. The opportunities proposed for the negroes have been enlarged, as it has been seen that they possessed as genuine a thirst for knowledge as the whites in the same phase of development. (Fig. 6.)

*The Indian.*—The Indian is now comprehended, and a style of training has been discovered by which he can become civilized. Much time has been lost because the education of the Indian was begun with demanding that he should learn from a book.

*The Negro.*—Now the same steps are pointed out to him that the white race has taken—namely, by working with his hands at the arts of life. At the close of the war a beginning was made, which has grown to large dimensions; normal schools have been established, the one at Atlanta, Georgia, doing a priceless work. The schools taught by its graduates in Florida take an excellent rank. Fisk university is well known; its graduates furnish principals for graded schools, of which a large number exist at the south. The cut shows a class-room in the Hampton institute, a school that gives instruction in manual work—work to render the negro self-supporting.

The schools at Carlisle and at Hampton propose to teach the Indian the arts of life. If the subject is carefully considered it will be seen that the white race has passed along the evolutionary path from barbarism to enlightenment by means of *work*; it has attained its eminence by *work*; it will make further attainments by *work*. The first effort made over a hundred years ago was disastrous; it proposed to gather the young Indians into school-rooms and set them to learn from books; there are a few instances where Latin and Greek were placed before the Indian!

The later method has been successful. Work that would produce a living has been given; also a training in the arts of life, such as cooking, sewing, farming, house building; the latter gives training to the mental faculties; there is need of thinking, measuring, calculating, planning, devising. In this way the Indian is interested; he is set at something he can do, something to which he can *apply the training he already has*—a great principle in education to be ever observed; he is educated or fitted to enter on a new life when he goes back to his home.

*The Salaries of Teachers.*—The placing of education among the serious objects of the republic to be administered upon, as the courts, the commercial, and the financial interests are, has caused the expenditure of larger sums of money. The pay of but few teachers before 1850 rose about \$1,000 per annum; but there is a greater liberality apparent; there is a feeling that men who have given much labor and thought to preparation for the work of

teaching or supervising must be well paid. The salary of President Mac Alister, Drexel institute, is \$10,000; of President Hunter, New York City normal college, is \$7,500. Supt. Jasper, New York City, \$7,500; Supt. Maxwell, Brooklyn; Supt. Crooker, N. Y. state; Supt. Draper, Cleveland; Col. Parker, Cook County normal school; Supt. Lane, Chicago; Supt. Brooks, Philadelphia, receive \$5,000 each. City principals receive from \$1,500 to \$3,000. Teachers in the rural districts receive from \$30 to \$75. The extreme western states in general, are more liberal to the rural teachers than the eastern. In California, each district receives \$500 from the state.

*Photographs and Pictures.*—Many text-books for schools are now illustrated by photographic reproductions of scenes. Collections of photographs are made by teachers and pupils; one case is reported of the accumulation of 3,000 photographs, many of them of European scenes visited by pupils and teachers.

A single word might be said here to those who feel that such things crowd out the essential studies; the testimony is to the reverse. A beginning has been made in Salem, Mass., of placing works of art in the school-room; it will undoubtedly be followed by hundreds of other schools in a few years, for the tendency is to make the school-room the center of the district, locality or ward, the intellectual center. When the teacher is better able he will be looked to at this center point as an intellectual influence. He will find it needful to gather around him all the means possible to render that intellectual center attractive—means too that will enable him to perform the higher work that is certain to devolve on the coming teacher.

*Penmanship.*—There is a great deal of good penmanship in the schools, and SPENCER, who invented the plan of reducing the elements of the letters to five in number, deserves a monument. English visitors declare our excellence to lie in the uniform and legible handwriting of the pupils. In the office where this paper is published over 50,000 letters are received yearly and some accurate judgment may be passed on the penmanship of the teachers; but a small per cent. are scrawly and inelegant.

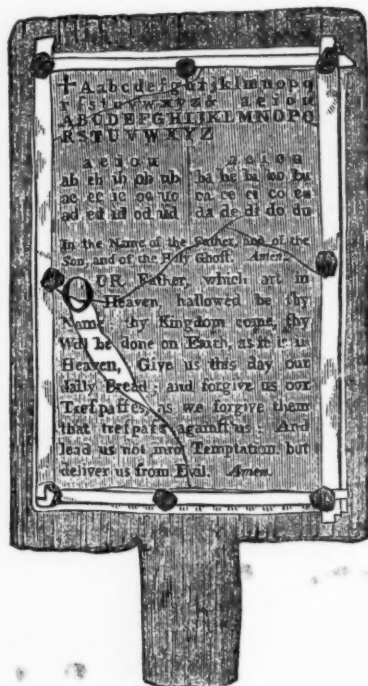
*Compositions.*—A revolution took place, beginning about 1855, in the teaching of language; it was decided that the results were wholly inadequate. The work was broadened; instead of aiming at teaching a pupil to parse "Pope's Essay on Man," which had been the goal in many high class schools, the effort now was to teach him to write a page concerning matters near by and about which he might be supposed to know something on his own account. From this has grown, in the best schools, a daily handling of the pen in simple descriptions and neat statements. Many thousands of these find their way to the desk where this article is written, and the verdict is that the great step taken by the schools has been the honest and common-sense step of actually learning to use the English language aright by using it, and not by parsing it.



IN HAMPTON INSTITUTE, (Fig. 6)



*The Text-Books.*—Mr. Horatio Allen, one of the ablest men of the century (who has only lately passed away), when appointed one of a committee to examine into the condition of the schools of New York city, said, "I can determine if I see the text-books the children use." Every teacher whose service has extended over twenty-five years is struck with the change that has taken place in the construction of text-books.



THE HORN BOOK (Fig. 7).

The "horn book," Fig. 7, consisted, at first, of a written tablet of parchment placed under a thin, transparent layer of horn and framed in wood; after the invention of printing, the letters were printed. They were only known in England; the use of them dates long before Columbus era; they remained in the schools until the middle of the last century.

STAR.

star.

MA-NY

STARS.



FROM OLD TEXT BOOK (Fig. 8).

*The Form of Text-Book.*—Once it was a maxim very widely diffused that any kind of book was "good enough for a child." The main reason was one of economy, not a want of affection for the child. But a new feeling began to be widely entertained when the Philadelphia exposition had closed; it took the form of a new maxim, "The best is none too good for the child." The change was based not on increased affection, but on an increased comprehension of the need of making the most possible of the opportunities of the child. As one writer puts it, "The child's stock is above par in these days and is steadily rising." It is at last rightly conceived that the only way to advance the race to higher stages is to face the children towards these higher points and encourage the ascending of them.

*Illustrations.*—The illustrations in the text-books of fifty years ago do not show that it was considered of great importance that best art work should be placed before the child. (Figs. 8 9 10, 11.)

What an impression the ugly cuts in the old text-books made

upon us! The "Boys in the Apple Tree," the "Country Milk maid," and others that Noah Webster put in his immortal Spell-

## FRONTISPIECE.



EXPERIENCE INSTRUCTING YOUTH.

FROM OLD TEXT BOOK (Fig. 9).

ing Book are before us yet. Do the illustrations in the text-book to-day make as profound an impression? Doubtless not; pictures were then a rarity, nevertheless the pictures do make an impression. The examples given in this article are from books published about 1830. "Experience instructing Youth" was a favorite with many text-book makers; it is from Sanders' spelling book. It shows that the A B C method was the one employed at the time of publication.



FROM OLD TEXT BOOK (Fig. 10).

The two following cuts are from Pinnock's Spelling Book, published in England about 1830. The illustrations in this were quite beautiful and made the book immensely popular. The author compiled a large number of books; the success of the



FROM OLD TEXT BOOK (Fig. 11).

spelling book paved the way for other publications; he prepared readers, arithmetics, histories, and grammars. The illustrations above were considered at the time to be in the highest style the art of engraving could produce. They have been declared by artists to have a great deal of merit.

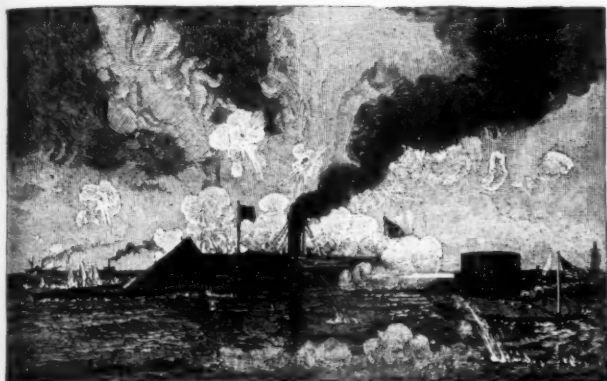


Fig. 12.

The cuts selected for illustrating the higher class of art employed in school-books show another point. There has been a great expansion of art teaching; the effort is made without any productive end in view, to cultivate the taste of the pupils in the schools. This is seen in the buildings themselves, in the furniture, and in the decorations. It is believed that the happiness of people depends much upon their taste; a person of cultivated taste obtains enjoyment from sources that are not open to the uncultivated. It is the effort of those who teach broadly to give the pupil ability to obtain as much happiness as possible from the world. And it is believed that persons of cultivated tastes are less likely to be vicious, and to enter on evil ways and go with wicked companions. Certain it is that the cultivation of art has been enthusiastically supported by the teachers of our public schools.

It is to be regretted that the third quarter of the century did so little for art instruction in the schools. Lithographs were put before pupils and they were asked to copy them; this was the American idea of drawing up to 1875! A slow improvement in the conception of what drawing is has set in. The later efforts do not aim at pictures at all; they aim to teach expression by lines. "This is what I see," the pupil says by his work. There will be crudeness, but there will be sincerity.

The illustrations from text-books published at this time show that the effort is to employ the best artists to design and engrave for school text-books. Perhaps, it is said, it will be the only time



Fig. 13.

in his life the child will be able to look on a specimen of art. And then it is deemed worth while to render the text-book attractive. The new art-impulse, discernible in all parts of the country, is reflected in the books the children carry to and from the school. (Figs. 12, 13, 14, 15.)

The proper construction of text-books for schools has now become a matter to which much more attention is directed than formerly. It was once supposed that the only thing needed in a text-book was what a child should learn and recite. One school book on grammar carried this out to perfection, by having what was to be learned the first year the "first time through" printed in large type; what was to be learned the "second time through" was printed in smaller type; what was to be learned the third year—when the pupil took up parsing—was printed in still smaller type! Such a text-book could not be sold to-day.

The great aim of the modern text-book is to furnish suitable work for the pupil, to set him to doing something. One book lately published proposes problems in natural philosophy, suggests how the pupil can make apparatus to investigate the matter, and step by step the entire domain is traversed by the pupil; that is the pupil does all the experimenting. The apparatus is of his own making, and is, of course, of the simplest kind; this is referred to further on. This idea of the book is quite different from that which regards it as a cyclopedia; it proposes to have some teaching force or power in itself. Daboll's arithmetic consisted wholly of problems; to the pupil that did not already know how to perform problems it was a sealed book. The arithmetics that succeeded this took a new step; "explanations" were introduced. This modification of and improvement of text-books by publishers has had a tremendous influence on the expansion of education. Too often the text-book is wiser than the teacher.

The cost of the plates of a well illustrated text-book, say a geography in two volumes, is very large; it will vary from \$25,000 to \$40,000. The best artists now are employed to make the illustrations; one case is known when the drawings alone for a two-book geography cost \$8,000. In this case actual photographs were used of scenes; the gathering of these was a matter of considerable expense. The four illustrations given are of a high class of work.



Fig. 14.

Among the exhibits at the Columbian Exposition are some books made by pupils themselves; the text and the illustrations are all their own hands. Some of the authors are quite young; one eleven years of age has exhibited no small amount of imagination in fitting illustrations to the text. The books are mainly stories, but one is a journal of school and home life. Another is a history of flowers she has picked and the illustrations are in water colors. All such work is educational. This was done, it is noted, after school and at home.

The illustrations of a teacher using the star as an object to teach the word star is from a reader proposed by John Pierrepont the poet. It is a suggestion of the "word method" that did not come into extensive use until twenty years later. We are not, however, to suppose that the teachers of those days had not seen that an object might be used to teach a whole word. The ingenuity of the teacher of those days was great; as Supt. Kiehle aptly says, "The pupils seemed to get there in those days."

It is certain that the teaching is done much more rapidly now than formerly. A child by the word and phonic method may learn to read in a month—not all kinds of reading, but such as is appropriate for a child. This statement may seem incredible, nor is it usually accomplished, but by the phonic method the pupil learns to pronounce new words quite readily.

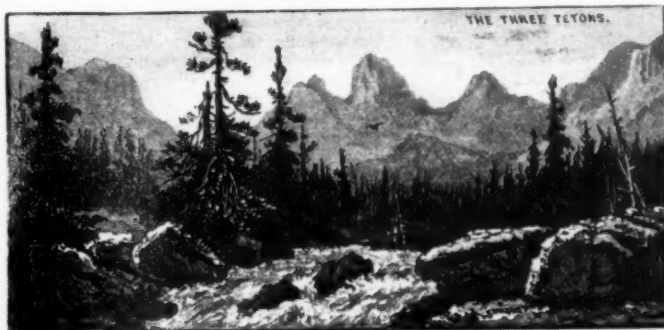


Fig. 15.

*The Furniture.*—In the erection of the later buildings a manifest regard for the health of the pupils is plainly observable; the heating, the lighting, the form of desks and seats are considered. The pupils in Columbus' time sat on stools, often on the floor. Page 665.) The placing of desks around and against the four



walls of the room so common in New England during the past century has given way to a form in which two pupils are placed

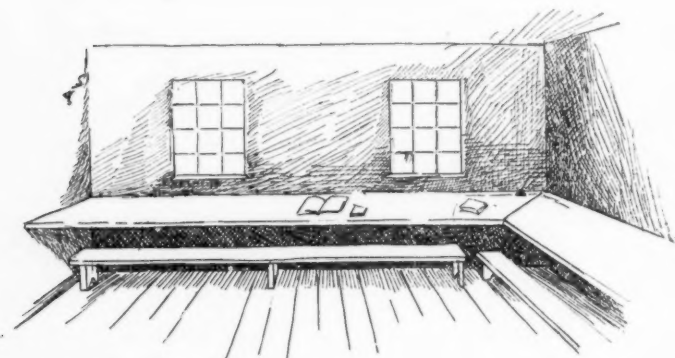


Fig. 17.

before hard wood desks oftentimes possessing a good deal of real elegance. (Figs. 16, 18.)



(Fig. 18.)

beings that sat on them. In those days any movement was interpreted to mean innate wickedness, and so hour after hour the child was in misery. It was impossible not to associate this misery with the school house. Since then the teacher has learned to introduce movements, to have gymnastic exercises at stated intervals. Rightly adapted furniture cannot but add to the attraction of the school. This is so well recognized that even sod school houses in Kansas will have handsome desks and seats; the parents have pride that the schoolroom shall be well fitted up,

*Object Study.*—One of the first great effects of the diffusion of Pestalozzian ideas was the study of objects. This important

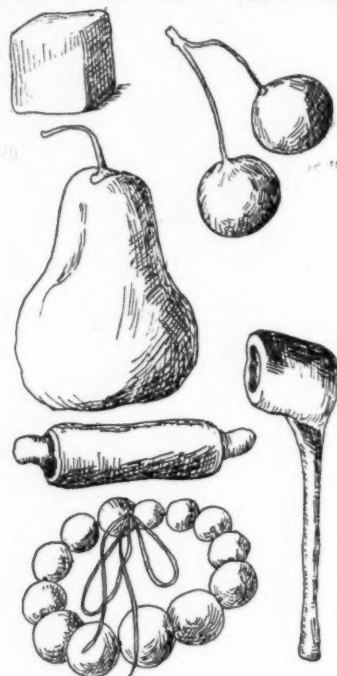


Fig. 19.

field was neglected by the schools until the last half of the century set in; they preferred to compel the pupil to fix his attention on books—on second-hand knowledge. Great credit must be given to Professor E. A. Sheldon, the enlightened principal of the Oswego normal school, for having turned the attention of teachers to the Creator's method for educating humanity. The battle over the introduction of object study was a sharp one; the victory a tremendous gain for the children.

*Language.*—It was a favorite but false statement by the school-master that grammar must be learned in order that the pupil might speak his native tongue correctly. The abstract rules of grammar are no longer forced on the young pupil; much of the time at school is passed with pen in hand. He learns to write as soon as he learns to read, and describes objects that he knows something about. The early use of the pen has made good penners of even young children.

It was intended here to give examples of writing by children of ten, eleven, and twelve years of age, many samples having been sent in, but the space was found to be limited. Thousands of specimens are received in a year and the evident ease and rapidity with which the pen is employed shows that writing is taught in some school so that a good handwriting is easily attained. In others the pen has evidently moved slow and tremblingly; a clean rapidly cut line is the aim of the skilful writing teacher.

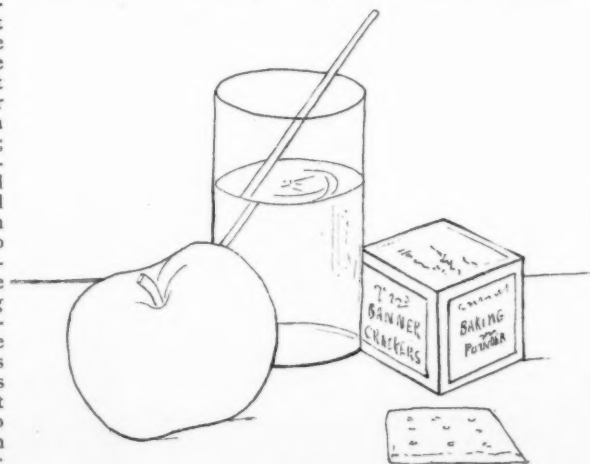
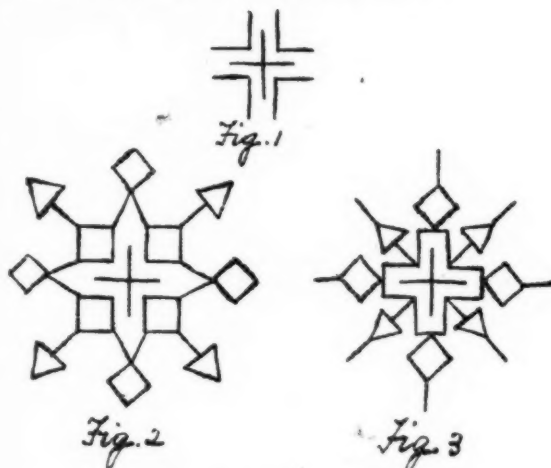


Fig. 20.



**Manual Training.**—The marked feature of the educational processes employed at the close of the nineteenth century is an attempt to cause the physical and the semi-physical as well as the intellectual activities of the pupil to minister to normal development; to add to his knowledge and increase his interest and happiness. The public schools of New York city, where manual training has been adopted, not only sent a large collection to the Columbian exposition, but made a still larger exhibit at a fair held by the Press Club of the city.

An inspection of such a collection shows that the things are made to explain or exemplify some knowledge gained; they illustrate the eight subjects just given as forming the course of study. It is this application of the inherent activities of the pupil that constitutes the frame work of the New Education.



EXAMPLE OF STICK LAYING. (Fig. 21.)

**Stick Laying.**—The placing of sticks in the hands of young children to form designs is now seen by thoughtful teachers to have high value. How often the child has piled them up "cob-house" style and become weary; when he sees they may be placed so as to exhibit recurring forms he enters on a field where his imagination has some play. (Fig. 21.)

**Geography.**—The development of the power to construct visible representations of things studied has been applied extensively to geography. Maps and globes are made of sand, clay, putty, or papier-mâché, by pupils; mountains and plateaus are built up, the indentations of the coasts represented, and thus the study of the earth invested with reality. (Fig. 22.)



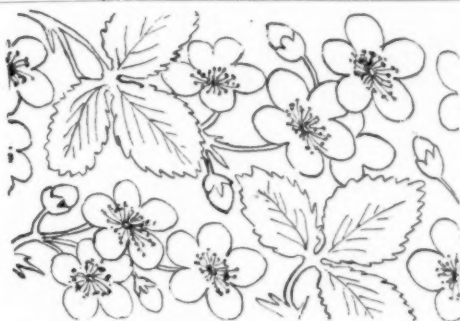
OBSERVATION DRAWING. (Fig. 22.)

**Earth Observation.**—There has grown up a field of home geography that is proving of great interest. The pupil is encouraged to observe concerning the weather, the sky, the clouds, the sun, the moon, the vegetation, the geological and mine-logical structure, the insect life, the productions, the occupations, etc., that come within his range. This the teacher shows him how to organize; with this as a starting point he is encouraged to read extensively and thus he is able to know something definite about the earth. These observation lessons are accompanied by drawings by the pupil. Or he reports of the crops raised in his vicinity, and furnishes specimens; or he brings in the insects he has found and tells what he has seen them do; or he brings in his report of the temperature. Visits by schools to quarries, mines, and manufactories are becoming far more common than formerly.

**Botany.**—The pupil gathers a plant, writes down its special features, draws it, and uses it in a design. Looked at in this way, the plants seen weave themselves into forms of decoration and become types and measures of beauty; the great Creator is studied in his works; thus there is hope of a more reverent spirit in the future. (Fig. 24.)



THE STRAWBERRY. (Fig. 23.)



A DESIGN WITH STRAWBERRY. (Fig. 24.)

**Arithmetic.**—The pupil in his early years only knows numbers as revealed by objects. He knows them through actual problems, as, "I have two marbles and father gave me two more; so I have four." This practice of problem making by the pupil is evidently becoming common. A vast number of problems are daily originated and solved.

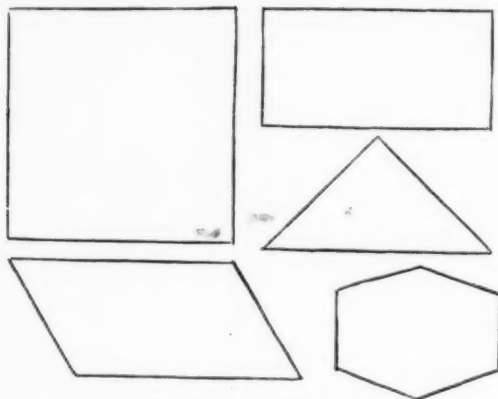
The teaching of arithmetic is far more concrete than formerly; the method of Grube, in which the four operations are carried along simultaneously is generally adopted by those who have cut loose from the ancient methods. As many more things are now taught in the school than there were formerly, there has been much thought given to devise methods of teaching arithmetic more rapidly than was formerly done. This may be said of all the studies forming the school course. In fractions there is much use in the primary years of a circle which each pupil cuts into halves, thirds, quarters, etc., and represents by figures. This becomes a sort of "busy work" for him; without attempting calculations of fractions, he himself originates the part, becomes

$\frac{1}{3}$ m's age 4yrs			
$\frac{8}{17}$ it's age 4yrs	$\frac{8}{17}$ it's age 4yrs		

A PUPIL'S SOLUTION. (Fig. 25.)

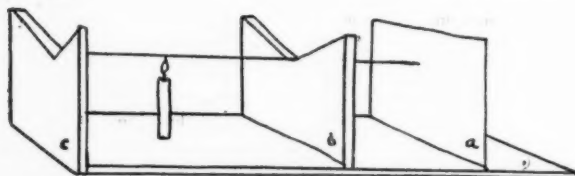
familiar with the relation of the part to the wholes and also with the language that represents these parts. Solutions in mathematics demand ingenuity mainly. (See Fig. 25.)

**Geometry.**—The first educator to urge the early teaching of geometry to children was Thomas Hill, once president of Harvard college. After nearly fifty years, reinforced by *Manuals*, the importance of Dr. Hill's suggestions is being felt; geometrical problems are in the hands of the children of the kindergarten; they fold a square of paper into parallelograms, triangles; when a form is produced the name is given. A square of paper may be folded into twenty-four different forms—a few are given in the illustration. (Fig. 26.)



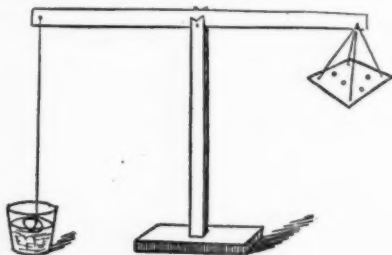
PAPER FOLDING. (Fig. 26.)

The teaching of pupils to use tools has led to the construction of apparatus; at various "school exhibits" specimens that have been presented evoked unusual words of praise from skilled mechanics.

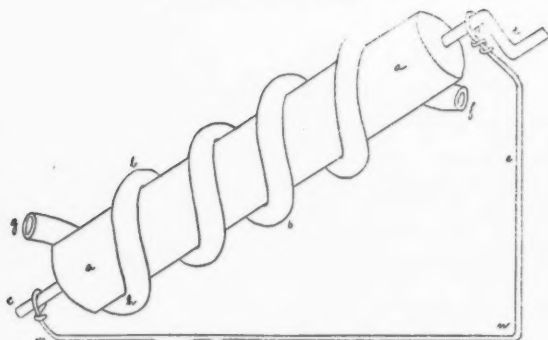


SCHOOL-MADE APPARATUS. (Fig. 27.)

The construction by pupils of apparatus popularly called "home-made apparatus"—to illustrate the laws of physics is one of the striking features of the best type of schools. (Fig. 27, 28, 29.)



SCHOOL-MADE APPARATUS. (Fig. 28.)



SCHOOL-MADE APPARATUS. (Fig. 29.)

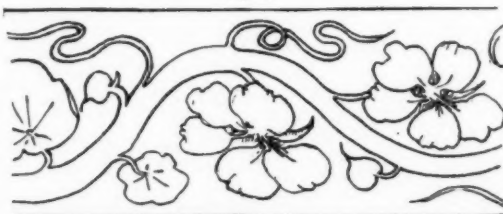
It would be interesting to note the appearance and disappearance of studies from the common school course. Where are the grammars over which the children in primary schools wept even as late as 1870? Where are the Spellers and Definers considered so essential in 1850?

**Courses of Study.**—It has been a maxim with the teachers of the centuries, "Learn when young what you will need to

know when men." There has been a pretty general agreement that this trinity must be the outcome of a just course of study: there must be (1) an acquirement of absolute knowledge; (2) an increased power of thought; (3) a recognition and acquiescence in the supremacy of the Right and Just. A survey of the entire field shows that the second and third subjects above named are regarded with an increasing importance. There has been a different estimate too, of the first subject; in fact, the maxim above quoted has been laid aside and another substituted reading somewhat as follows: "The child is (1) to have his whole being addressed; (2) the knowledge he deals with must be appropriate for his years and within his comprehension; (3) his development must be aimed at and acquirement made to depend on that"—the immediate future of to-morrow, not the future of ten years hence. This broader consideration of the teacher's work has reconstructed the courses of study in the primary and high schools and largely modified those of the college. Two points will be alluded to. First, in addressing the whole being of the child, his constructive and creative powers are employed and thus Manual Training has risen to a place of commanding importance. Second, in placing appropriate knowledge before him, the immediate circle that surrounds the child is selected; this has given a new impulse to the study of nature—exhaustless and always beautiful.



Fig. 30.



THE NASTURTIUM. (Fig. 31.)

**Former Courses of Study.**—The studies proposed for children and youth in the first half of the century were mainly reading, writing, spelling, and grammar. The effect of the Pestalozzian wave began to be felt here in 1825, and the course of study was largely affected during the second quarter of the century. Geography was added, maps appearing for the first time in text-books; mental arithmetic became a popular study; the old arithmetic of Daboll gave way to others in which the Pestalozzian ideas prevailed; some attempts to teach history and science were made. But few realized in the transition period between 1840 and 1875 the enormous change that was impending.

**The Later Courses of Study.**—There had always been a persistent study of the science of education among a few, as the volumes of the American Institute show, but as the last quarter of the century began a new impulse was felt. The burden of the discussions among thinking educators was as to whether the usual course of study was really fitted to unfold the child's powers. It ignored for the time being the question what it was *needed* for the child to learn, and looked into the nature of the *young* human being. The same field of thought was traversed for *older* youth that Froebel went over for the very young. To reach the whole child and employ his activities two changes were made: (1) the subjects of study were increased to eight: Language Doing, Numbers, People, Earth, Things, Self, Ethics; (2) in the *primary* and advanced primary school, Manual Training was *adopted* for educative purposes. (It had previously been placed in several high schools.)

The fact is apparent that the course of study in the schools has been adopted tentatively; changes have been made sometimes at frequent intervals. All these things show that to mark out just what is best for a child to study in school is by no means easy.

No opportunity is given here to refer to the changes in the methods of teaching. Up to 1850, for example, the *a b c* method of teaching a child to read was almost universally adopted, though in various parts of the country there were a few thinking teachers who protested against it. At the present time the phonic method is most extensively employed; the word method began to be employed by Webb as early as 1850; it found immediate acceptance, and was widely employed. The phonic method came from Germany and was slowly adopted; many use a combination of the "word" and "phonic" methods.

This reference to the change in the methods of teaching to read, will apply to methods of teaching nearly all subjects. Geography was learned without maps; maps were then used; then map-copying, and at last sand-table were added. Putty, clay, or papier-mache are now extensively used.

*Teaching, a Profession.*—No defeat in the educational system has been more discussed for fifty years than the willingness of the public to employ persons in the schools who had made no special study of the work of teaching. At a convention in Ohio, a case was mentioned of a principal of much experience who was removed and his place taken by a man who had none, whose calling had been that of a trading vender of patent medicines. In the administration of the schools it has been the rule of officials to ignore the possession of skill in teaching.

The teachers felt the skill they had gained by long experience counted for little and blamed the public. This condition of things might have lasted an indefinite period; but a new movement had been inaugurated—a home study of the art and science of teaching. This did not spring up at once; several agencies have contributed to bring this about, and perhaps none has been so patent as the feeling that if teaching ever was made into a profession it must be done by themselves.

It may be said that there is a serious determination on the part of quite a number to possess professional knowledge, whether the public demands it or not. They read works on education and labor to possess a professional spirit; they are the forerunners of a vast class of professional teachers that will eventually be formed in this country.

*Reading Circles.*—The teachers of Otsego county, New York, at a county association in 1880 (it is believed), decided to form a "County Pedagogical Library." They appropriated \$150 at once, to purchase books and those who desired to read drew them out. A report of this appeared in THE SCHOOL JOURNAL with words of approbation, one or two counties in other states followed the "Otsego plan." Indiana is well organized educationally and here the "Otsego plan" was taken up by a county superintendent and named a "Teachers' Reading Circle." A book was selected, the teacher to have it at wholesale price; another year, another book was selected.

From this beginning the "Reading Circle" becomes an institution of much usefulness in Indiana; three books are selected annually; some questioning on the contents is bestowed at the county institute. In other states the "Reading Circle" has not flourished to the extent that was anticipated. This is an inherent weakness in all plans for educating people where the teacher is



IN TEACHERS' COLLEGE, N. Y. (Fig. 32.)

omitted; he is the important factor; this is the weakness of the "Reading Circle." What is needed is evidently the placing of the teachers in connection with some institute in the county, which should hold summer sessions, and give them an opportunity to make progress towards the obtaining of a teacher's diploma.

*Wood-Working.*—It is a great step from the school-room where the child, as soon as he could read, was set to learn declensions and conjugations, forbidden under severest penalties from employing any activity but his memory, to that where the memory is but slightly employed and the bodily activity great. The schools in a large number of cities now plan to give their pupils employment with tools upon wood; the creations of some of their pupils produce surprise. (Fig. 37.)

*Noted Days.*—The practice of keeping the pupil posted on the affairs of the outside world is to celebrate certain days; just as this country celebrates February 22, and July 4, so the schools take note of Longfellow's, Whittier's, Tennyson's, and Shakespeare's birthdays. Great poets, great benefactors, great inventors are thus brought before the generation in the school-room. A day that has awakened very wide-spread interest is Arbor day—in which the indebtedness of mankind to vegetation is impressed on the children; every year finds this day more popular.

*Summer Schools.*—One of the most significant movements of the past ten years has been the formation of summer schools to study Teaching in its scientific aspects. Three of these at least have a national importance, those at Chautauqua, at Martha's Vineyard, and at Glen's Falls. These are not teachers' institutes, but real pedagogical schools. There should be such in every county to take up the work the reading circle vainly attempts.

The third, second, and first grade teachers could in such "County Normal Training Schools" be carried forward so as to hold diplomas equal to those possessed by graduates of the normal schools. This would fill the schools in a few years with teachers trained in the science and art of teaching. The present method fills them with persons having a certain amount of scholarship. Whether they will become teachers is a matter of experiment.



IN OSWEGO NORMAL SCHOOL. (Fig. 38.)



**Cooking and Sewing.**—The two arts of cooking and sewing have been introduced in a large number of schools. The scientific aspects of cooking are presented, the relative value of foods studied, and a treatment followed that is sure to bring needed light where it was greatly needed. (Fig. 34.)

**Educational Journals.**—In carrying on his great campaign for better education, Horace Mann saw the need of diffusing knowledge and published the *Common School Journal*. Edmund Dwight in New York state, at a large personal expense, published the *District School Journal*. These exerted no inconsiderable influence in turning public attention to the importance of a subject that had hitherto been greatly neglected. That small unpromising beginning has been followed by the publication in many localities of journals that have contributed largely to the advancement of education. Henry Barnard made it his life-work and sacrificed his fortune to publish the *American Journal of Education*. Nearly every journal attempts to place the teacher's work on a professional basis, to lift it out of the temporary character that was impressed upon it as a legacy from past ages.



TEACHERS' COLLEGE, N. Y. (Fig. 34.)

**Pupils' Libraries.**—The discovery of printing put it in the power of evil-disposed persons to publish destructive literature. A remarkable activity has set in to furnish attractive and instructive books for children; they form a large feature among publications. Many schools have special libraries for young children, a perusal of the lists of books selected for these libraries discloses the increased interest in children alluded to in another part of this article. No magazine for adults is more elegantly illustrated than *St. Nicholas*. Libraries specially fitted for young children exist in many cities.

**School Superintendence.**—The plan of placing the schools of a city under the supervision of one person originated in this country since 1850; superintendents of counties had been chosen a short time before that date. At this time every city and even towns of moderate size believe it good policy to have their schools under supervision. It cannot be said, however, that supervision has yielded the results expected. In too many cities the teachers are appointed by "influence" and zealous supervisors find their hands tied. It was conceded by Supt. Wickersham that the majority of the rural population of Pennsylvania considered the schools to be mainly places to furnish their sons and daughters opportunity to get a start in life!

**Co-Education.**—The two illustrations (one of a class in wood-work and the other of a class in cooking) show that a great change has taken place in what is taught to women and in how it is taught. The first schools for girls had special curricula; in time it has come to be believed that a current curriculum for a

girl will be a current curriculum for a boy. A college like Vassar (the first one established for women in this country) has a course of study in all respects like that in Yale or Harvard.

But an unexpected development was the outcome of the public high schools. Naturally in most towns it was impossible to carry on one for girls and one for boys; one institution was made to do for both. At first the boys and girls sat in separate rooms; the later schools place both sexes in the same room; in many cases the boys and girls do not sit on opposite sides of the building, but occupy desks miscellaneously, as though all of one sex.

From this the step was easy to the education of both sexes in the same college. Famous schools, such as the universities at Cornell and Ann Arbor, admit both young men and women. It has been discovered that women have apparently special aptitude for many branches of learning; in England very high degrees of scholarship have been attained by them, as well as here.

The students of Vassar college lately produced a Greek play in a manner most creditable to them as students; and it was especially noted that the work was not a severe one.

**Psychology.**—This determination to do school-room work in a scientific manner led to a study of mental philosophy—a study of which teachers in general up to that time knew nothing. Indeed, it had been pronounced authoritatively by Prof. L. P. Hickok, author of two valuable volumes on psychology, that "psychology had nothing to do with education." But it was decided that the teacher ought to know about mind, for was he not addressing it at all times? Was he not attempting to form it? An active movement set in, and has gained force every year many new volumes on the subject have been published.

**The New Psychology.**—It soon became apparent that the old mental philosophies would be of little value to the teacher because not written from the standpoint of those who were dealing with mental phenomena and mental problems, and because knowledge of mind is stated far differently from what it once was. The writers of new books attempted to meet both these points; certainly there is a new cast given to psychology. There has not been that progress made in the study that was anticipated; those who have given very much study to the subject are not enthusiastic as to its availability in practical school-room work. But it must be remembered the field is a new one; whether practiced or not, the teacher ought to be conversant with mental operations. The normal schools are proposing to do observational work in this subject; a class in the one at California, Pa., reported daily of their observations on a young child that was brought for the purpose. The teacher led them to see they were observing mental phenomena.

*Care of the Body.*—There was a widespread conclusion that good mental development meant poor physical development. The keeping of pupils for long periods in abnormal positions has given way to methodical exercises at frequent intervals; there is scarcely a school that has not adopted some form of gymnastics, and in a form more or less enlightened attempted to develop the body as well as the mind. (Fig. 28.)

*Ethics.*—The schools of all the centuries have felt that to cause children to prefer the Right and the True is the highest end. Additional efforts are certainly visible to give ethical training to the children in the schools. As the century closes, the maxim that stands out above all others is, "Education must aim at Character." The idea that the schools must aim solely to impart a certain modicum of knowledge has partly given way and is evidently to give way wholly. While this undoubtedly manifests itself in a very crude form in many places there is a sincere purpose. "An honest (upright) child is the noblest work of the schools," is the axiom of the thoughtful teachers of this day. The value of the examination of pupils is of less esteem.

*All Studies Ethical.*—There are many teachers working for an ideal, and that is of school exercises that shall have an ethical tendency. A great deal of the word memorizing, so persistently carried on, was confessedly unethical, not directly perhaps, but it was not in consonance with the inner tendencies of the child's nature; it was useless in most cases when he could "re-word the matter." The outbreaks, the hazing, and other practices in higher institutions where the discipline is mainly in Latin and Greek, are examples of efforts where the education is mechanical instead of evolutionary. As has been stated, the unflinching ef-

It was observing this that led Froebel to plan out so much work with the hands. A child in a true kindergarten is a busy workman; in a year he turns out hundreds of pieces.

*Patriotism.*—The school is recognized as a means of civilization; it aims to cultivate a sense of patriotic devotion. The flag now waves over a vast number of schools; in many schools small flags are a part of the pupils' outfits; they are waved by the pupils when they sing patriotic songs; in the schools of the Children's Aid Society, of N. Y. city, the flag is saluted each morning



Fig. 35.

fort of the most thoughtful teacher, is to make all teaching aim at character, be it arithmetic, geography, or physiology. A good many years may pass before this is realized, but the tendency is to this goal.

*Form Study.*—The study of forms is an outgrowth of a desire to pass from directing the copying of drawings to the teaching of drawing itself. It was seen that, in order to draw, the child must have a knowledge of facts of form; from this the step to the possession of forms by the child was quite easy; another step was to have each child construct his own forms. These steps have been taken by many schools. The cube, cylinder, pyramid, etc., are constructed of paper, and evince thought and ingenuity.

The conclusion is that the study of form is a necessary preface to actual drawing; that thereby the pupil is trained to accuracy in perception; that a deep interest is awakened, busy work is supplied, the attention is demanded, a foundation for mathematics laid, and finally, there is an expression of what is seen—we know as we express.

The kindergarten often has the foundation of its discipline laid in form study. The modern educator sees that long before the memorizing of words, there is the power to express thought in form. Young children will sit for hours and place blocks in various positions; evidently, there was a thought within that directed the action.



Fig. 36.

*Educational Books.*—One of the marked features of the last quarter of the century is the publication of books bearing on the theory and practice of education. From the "Columbian Catalogue," the most complete of its kind, it appears there are upwards of 1,200 titles of books and booklets, bearing on the principles and practice of teaching; in this, the text-books, such as grammars, arithmetics, and are not included. These publications, with few exceptions, have all been published since 1850, and the great bulk of them since 1870. There has sprung up, evidently, a desire on the part of teachers, for these books are solely for teachers—to study the foundations of education, to know its history, its principles, and the most scientific methods. The most encouraging sign of the times is considered by many to be this desire to investigate the subject of education.

*Woman as a Teacher.*—Teaching seems to have been considered exclusively as the work for man to do. This century is noted as the first one in which woman was recognized as able to assist in the education of children. She has shown so great an aptness and skill that there has been a steady increase in the number of women employed in the schools of the world.

There has been a decided change of opinion concerning the limitations formerly imposed on the education of women.

At the beginning of this very century no colleges were open for women; in 1837 four were admitted to Oberlin college; at this writing many colleges are open to women and several colleges have been founded exclusively for them.



Fig. 37.

*Normal Schools.* Once the subject matter was all-important; now it is seen that the teacher is the important factor.

One of the most interesting phases of modern education is the recognition of the fact that only persons possessing well-stored and well-developed minds can *teach* in the higher senses of the term. About fifty years ago normal schools were hesitatingly founded. As the third quarter of the century turned they were found to be in favor and rapidly increasing. That teaching must be learned as an art and science by those who are to teach is but partially believed. But the rapid increase of normal schools and summer training schools, the turning of one-week teachers' institutes into four-week summer normal schools, show that there is a strong impression that a large, generous preparation for teaching is intimately related to the success desired.

A few, for over a hundred years, have believed that education, being a branch of human evolution, was a science as well as an art. In Germany the ideas of Herbart have taken deep root; earnest students from America have brought them over the ocean, and under their influence the heterogeneous methods that have been employed in the school-rooms are evidently to give way. This led to the founding of a School of Pedagogy in connection with the New York university, and the Teachers' College in connection with Columbia university; institutions that are to exert a remarkable influence in coming years on the development of education in its scientific aspects.

come from poring over Latin and Greek, such schools could not exist. But Pestalozzi and Froebel "built better than they knew." The sailing of the *Mayflower* meant a republic in America; the feeble institutions at Yverdon and Marenholz had in them the possibility of the splendid institutions named above and many of lesser size but built on the same pattern.

The changed attitude of the world towards the schools, its more respectful attitude, the willingness to spend money on them, the recognition of the necessity of supporting them, has come from three causes: (1) a better perception of what education is; (2) of the intimate connection between that better education and man's happiness (that is, that a full development of natural powers is necessary to the higher degrees of happiness—happiness being plenitude of being); and that (3) man's livelihood is intimately connected with his comprehension of his surroundings.

The greatest philosopher of these modern days, Herbert Spencer, declares that the schools must no longer grudgingly recognize that kind of knowledge which "enables millions to find support where once there was only food for thousands, which has enabled wandering tribes to grow into populous nations, which has given to the countless members of these populous nations comforts and pleasures which their few naked ancestors never even conceived or could have believed."

In other words, it must be the main and not the incidental busi-

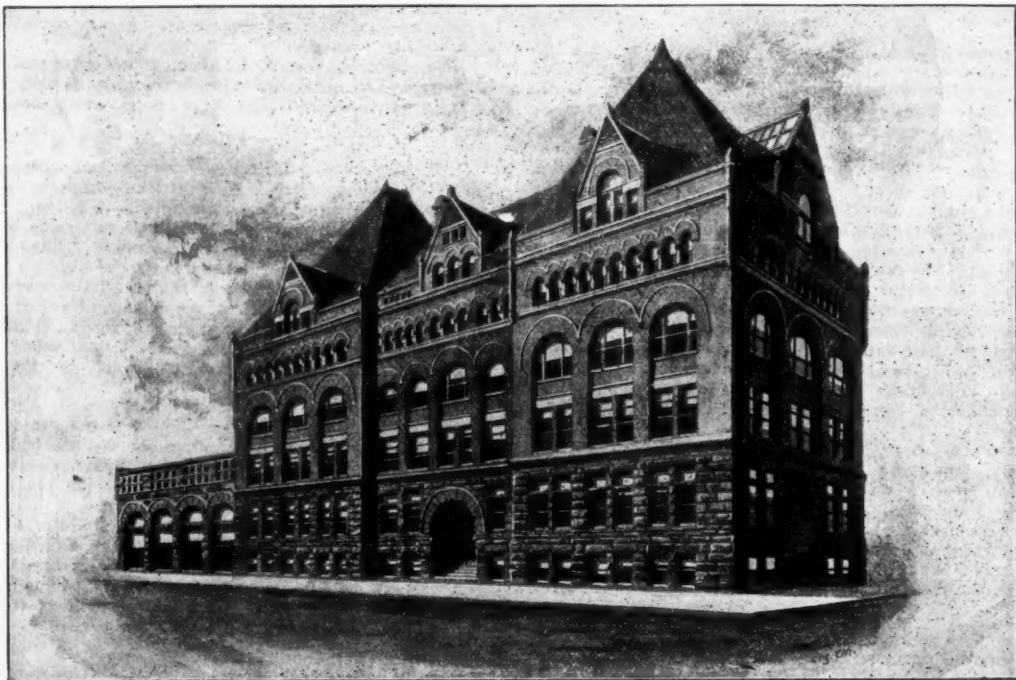


Fig. 38.

It is very noticeable that a change is taking place concerning the grade of men to be employed as institute conductors; once almost every good talker would be hired to waste the time of the teachers. In Missouri the conductors meet for instruction. In Kansas a conductor must be twenty-five years of age and have had five years' experience in teaching, two of which must have been in Kansas. He must either have had one year's experience as a conductor or be a graduate of the university, the state normal, the agricultural college, or some college approved by the board; an instructor need be only twenty-three years of age and have had two years' experience in teaching, one of which must have been in Kansas.

*Special Schools.*—The common school (primary and advanced), the high school, and the college constituted at one time the educational structure; but with the aggregation of wants society has developed, a great variety of special schools have been organized. Some of the most noted of these are Cooper, Pratt, Drexel, and Armour institutes, each of which represents the expenditure of two millions of dollars; Pratt institute may with its endowments reach five millions.

Armour institute has been just inaugurated at Chicago. (Fig. 38.) Armour institute that has just been inaugurated at Chicago is the latest addition to this series of institutes that are designed to aid the pupil at once to solve the problem of bread earning.

Now it is to be noted that none of these schools would have been erected had there not been a change in the consideration of what might be done for a student within the walls of a building. When it was believed that the utmost good possible to him would

ness of the schools to carry forward our civilization, with its comprehension of the uniform co-existences and sequences of phenomena and our consequent emancipation from the grossest superstitions.

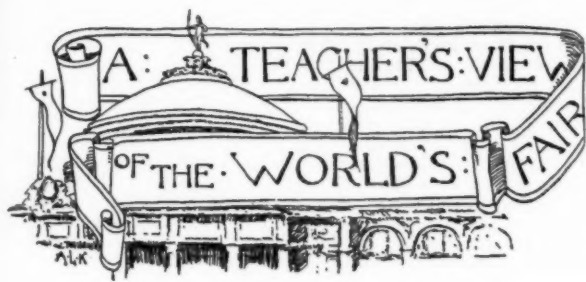
It is a recognition of the future that has changed the attitude of the schools so much during the last quarter of the century, quite as much as a recognition of the past. As the present century closes and as the new century opens there will be earnest efforts to make the education equal to the enlightenment; it has hitherto been dependent on tradition.

Appreciative thanks are tendered to those who have assisted by sending cuts and photographs to illustrate the above article; not all could be used for lack of space.

Special mention is made of the courtesy of the Century Company (Fig. 1); D. Appleton & Co. (Fig. 33); the *New England Magazine* (Fig. 6); President Hervey of the Teachers' College (Figs. 32, 34, 37); President Gunsaulus, Armour Institute (Fig. 38); Prof. J. B. Sewall, Braintree, Mass. (Fig. 4).

Several illustrations are drawn from previous numbers of THE SCHOOL JOURNAL, having gone there from school-room blackboard, or been drawn from actual school-made apparatus. It was desired to draw from a portfolio of most interesting photographs placed at our disposal by Pratt Institute, but space was wanting. It was found impossible to preserve scientific continuity on account of the cuts; and so the articles merely present detached statements concerning the more important features relative to the subject selected.





## ARKANSAS.

"If Arkansas fails to day, she is counting for to-morrow."

Thus modestly the state greets the visitor to her school exhibit. But the placard is hardly called for. The alcoves of Arkansas are among the most interesting in the western group. *Hot Springs*, *Fort Smith*, and *Little Rock*, all make advanced exhibits and to these are added a goodly rural showing. Much space is devoted to maps by pupils. The State Historical Society, of Little Rock, has decided the proper pronunciation to be *Arkansaw*, with first and last syllables accented. This is said to be the original, received from the Indians through the French.

## CALIFORNIA.

The school exhibit is installed in the gallery of the state building. It is peculiarly representative of the common schools, for with the exception of the Cogswell Polytechnical College and the State Normal Schools, the entire exhibit is from the lower schools.

San Francisco makes the only city exhibit. The rest is arranged by counties. The work here shown will hold its own with the best exhibits elsewhere. The distinguishing characteristics are the proportion of space given to the common schools; the importance given to handicraft as a means of education; the attention paid to modernized geography; the superb kindergarten display of San Francisco; and the advanced standing of the rural schools. The school exhibit of California is a source of inspiration to the teacher.

San Francisco has thirty-five free kindergartens and a free kindergarten training school. Of the former, eighteen are endowed and fifteen of these are memorial institutions. They are represented by the largest and greatest kindergarten exhibit at the exposition. In its midst is a portrait of the revered president of the Golden Gate Kindergarten Association, Mrs. Sarah B. Cooper.

A portrait of Leland Stanford, Jr., arrests one's attention by the manly, sympathetic beauty of its expression. The picture is great in its meaning, too. When young Leland Stanford lay on his sick-bed, his father asked him what he proposed to do with the immense wealth to which he was heir. The young man replied: "*Father, I would like every boy and girl in California to have a fair chance.*" To-day, as the outcome of that utterance, stands the richest and broadest university of the Western world.

## COLORADO

has a beautiful pavilion of nine alcoves in gold and white. A soft cream colored canopy of cheesecloth tones the light in harmony with the decoration. The exhibit is representative, covering Colorado's entire system from the kindergarten to the university, including public and private schools.

The school buildings throughout the state are shown in a series of fine photographs. There is also a *facsimile*, in wood, of the first school-house ever built in Colorado (town of Boulder, 1860). The interior arrangement shows the forms ranged around the sides of the room, the pupils working with their backs to the teacher.

A novel feature of *Denver's* exhibit is a stenographic, type-written report, taken verbatim of a half-day's session in each class of the city schools. The music is taught in Denver by the regular class teachers. A complete exhibit of drawing is shown. The earlier work consists principally of simple construction, drawing, and paper work, which in the high school develops into three distinct lines—construction, design, and free-hand.

The state normal at *Greeley* makes a large exhibit. One of its features is the sloyd work. The school of mines exhibits models of ovens, etc., used in scientific ore reduction.

## CONNECTICUT.

When a review of the New Britain normal was given, recently, a valuable outline of language and science was ascribed to that school which really belonged to Middletown. The latter now has her signs in place so that the mistake will not continue.

*Stamford*, *Bristol*, and *Norwich* fill one alcove with written work, tastefully bound, and the wall exhibits. *Bristol* shows a course in wood work. A relief map of *Norwich* and environs suggests a great principle in geography teaching. Some good continental reliefs are from *Bristol*.

*Waterbury* and *Hartford* occupy another alcove. The former shows a manual training course in wood; the latter, one in cardboard. The rest consists of bound written work and photographs of classes. A good device in fractions is a series of circles cut from pressboard and divided into successive fractional parts by segments. *New Haven's* course in sewing will attract the attention of those specially interested in that branch. *Bridgeport* has a special scheme for color study. Both have the usual quota of bound language.

## FLORIDA,

in the south gallery, has an interesting group of swing frames showing products of the state by actual mounted specimens, by pictures, and accompanying explanations. Considerable has been done in map work, both flat and in relief.

## ILLINOIS

has its main educational exhibit in the state building. More than one half the space is occupied by the three higher institutions, the State Normal University, the Southern State Normal University, and the University of Illinois.

The rest of the work is classified in three divisions as rural, graded, and high school, the latter including the manual training systems.

Fourteen of the finest school buildings in the state are shown by photographs.

A model school-room is fitted up and a kindergarten, excellently appointed has daily sessions with the children in attendance. (Saturdays excepted.)

The exhibit of the city of Chicago is not yet installed.

Several of the kindergarten associations and some special institutions make their exhibit in the Liberal Arts gallery.

## INDIANA.

This state school exhibit, under the personal supervision of Dr. W. N. Hailmann, of La Porte, is attracting much attention. The alcoves have an effective, uniform finish of black and gold. Dr. Hailmann's device for mounting the work seems superior in economy, even to the universal swing frames. The kindergarten exhibit is the most comprehensive in the gallery.

The entire Indiana exhibit is comparatively easy of access by reason of its systematic arrangement. The *La Porte* color scheme occupies a large place in the exhibit. In this, no specialist comes in contact with the children until the 8th grade is reached.\* The superintendent holds weekly meetings in which the city teachers receive the necessary instruction.

The *Indianapolis* work is full of suggestion. As in most of the Indiana work, great stress is laid upon color study as a factor in education, and in the graphic side of all the work. Music is taught in the beginning by the use of bells, birds, etc., in place of the usual musical notation. Manual training and gymnastics find a large place in the Indianapolis exhibit.

*La Fayette*, *Frankfort*, *Terra Haute*, *Richmond*, *South Bend*, *Goshen*, *Edinburg*, and *Greencastle* make individual exhibits which are full of valuable suggestion. Added to the foregoing is a considerable showing of work from the rural schools. Indiana is far to the front in the matter of well-built country school-houses.

## IOWA.

A novel feature of the *West Des Moines* division is the cooking exhibit in which a tempting array of biscuits, loaves, and cakes is secured against depredation by a strong glass case. A model cooking table is shown. There is also a course in turnery and joining; a scheme of primary color work and stick laying, and a considerable collection of written exercises.

*Burlington* shows an array of physiology, history, geography, and number from the grades, bound and illustrated; some free-hand drawing and a little color work. Classes in the *Clinton* schools are photographed at work. Exercises in light gymnastics are shown in the same way. The language work is based principally upon geography, and is accompanied by maps and pictures. (Second to fifth grades.) Iowa is especially proud of her artistic statistical charts which adorn a large wall space.

*Sioux City* shows some clay modeling from primary classes. A phonograph enables the visitor to witness oral recitations. A group of suggestive product maps are from *East Des Moines*. Iowa's State normal school at *Cedar Falls* sends a collection of home-made physics apparatus. Much written work is shown throughout the state exhibit.

## KANSAS.

A series of rural school photographs is one of the most interesting of its kind in the gallery. *Wichita* has a good array of color and design in paper leading later to drawing. Also bound language work and some cardboard construction. *Lawrence* and

\*The tendency of the day is to demand in the regular teacher sufficient knowledge of the "special" subjects to be able to present them to the children. This policy consigns the specialist to his proper field, which is normal work.

*Leavenworth* sends drawing exhibits and color work besides bound compositions. The Kansas State normal school shows among other features a good line of home-made physics apparatus.

#### KENTUCKY

begins with a strong exhibit of students' work from its state university. The state has availed itself of the striking advantage of the location of its alcoves. An archway opens from its exhibit chambers proper to a sort of prospect veranda commanding a view of the entire vast interior of the manufactures building. Here are placed chairs for fatigued visitors. The view is about as nearly sublime as the aggregate of man's handiwork can ever become. *Paducah* and *Bowling Green* are represented in other alcoves.

The *Louisville* Free Kindergarten Association fills one room with an exhibit of kindergarten work whose originality outlines it strikingly against the sameness of effect in the usual exhibit of this nature.

"By giving thought some outward shape, we try  
To lead the child from matter dull and dry,  
To matter's deeper meaning by and by. —Fräbel.

#### MAINE'S

school exhibit occupies the center of the south corridor. Principally bound work in language and number and high school branches. In the *Lewiston* written work no recopying was permitted. The drawing is in illustration of the composition. The *Lewiston* training school shows some good relief maps by photograph.

The work of *Bangor* schools in language, number, geometry and map drawing is uniformly bound. The covers are typically illustrated in a very clever fashion by various pupils. A group of product maps are also shown. The products, in actual samples, glued on in their proper localities. *Bangor* sends also some putty relief work.

The bound work from *Waterville* deserves special attention for the clearness with which it reveals the children. Illustrative drawing in connection. Conditions of work clearly stated. Some clay work. *Bath* exhibits written language exercises and graphic arithmetic. Of the

#### MASSACHUSETTS

exhibit, much has already been said. It is, all things considered, probably the greatest exposition of advanced school processes in the Liberal Arts gallery. Supt. Geo. E. Gay deserves great credit for the masterly way in which the material is arranged. In these columns no attempt at an adequate outline can be made. Special notice, however, may be called to the following features:

*Brookline*, bound language work.  
*Berlin*, Miss Shattuck's little volume of children's work.  
*Quincy*, language and graphic arithmetic, bound.  
*Brockton*, arithmetic, bound.  
*Holyoke*, graphic history  
*Chelsea*, bound literature work. Photographs.  
*Springfield*, historic ornament, bound; graphic arithmetic, Manual training; models mounted on plates.  
*Hingham*, nature study and language, bound. All grades.  
"The object is studied by teacher and pupil according to a topical outline. At the next lesson, pupils write their description, the little ones following the teacher's outline, the older ones making their own." The work is full of the child's individuality. Geography. Local work. Surface of Hingham studied. Pictures and maps by pupils. Descriptive geography. History. Topical outlines, local maps. Interesting treatment.  
*Marshfield*, language and nature study, bound. Good.  
*North Adams*, bound work.  
*Pittsfield*, cardboard and clay work. Latter based on nature study. (Most of the clay work in the gallery apparently has no relation to anything else in the pupil's environment. No wonder, in such cases, that the public clamor is against it!)  
*Salem*, language, wondrous bindings. Written in Salem, "bound in Salem, tanned in Salem——"  
*Somerville*, bound work.  
*Weymouth*, geography; made historical. Good. Local maps. Map of school-room.  
*Boston*, large array of written work. Normal Art School; fine collection of advanced studies.  
Kindergarten work is shown from many Massachusetts cities.

#### MINNESOTA'S

main exhibit is from the "twin cities." Added to these, the normal schools make an important showing and the exhibit of the *Winona* schools is worthy of special attention.

In another issue, detailed attention is given the combined exhibits of *Minneapolis* and *St. Paul*. The systems in drawing and color work, and the methods of language teaching will be very much studied during the coming vacation. The system of sewing is an interesting part of the exhibit.

The *Mankato* State Normal School shows lines of work done by the children under the supervision of pupil teachers.

#### MARYLAND

is represented chiefly by the *Baltimore* system. This includes the

Woman's College.

Bryn Mawr Preparatory School.

Colored Manual Training School.

City College

Female High School.

High Schools and

Public School System.

The first two show principally charts and photographs, the Woman's college adding collections in the studies of biology and chemistry. The Colored Manual Training School sends a large exhibit of hand work in wood and iron. The high schools and common schools have the full ordinary exhibit of all branches and add a course in sewing.

#### MONTANA.

A fine relief map of the state, showing mineral wealth, is the product of the combined work of the *Stevensville* pupils. *Missoula* shows a line of nature study. *Helena* has a general exhibit of drawing and kindergarten work and written exercises.

#### MISSOURI

is represented by the state university and the normal schools. The remainder is chiefly that of *St. Louis* and *Kansas City*.

The latter is arranged in three well appointed alcoves devoted respectively to kindergarten, drawing, and public school general work. The kindergarten alcove is arranged with fine taste and is presided over by a bust of the greatest of all kindergartners. The drawing exhibit shows an elaborate system of paper design accompanied by pencil work in freehand; also a collection of plaster modeling cast from clay. The bound work of the public schools shows the work of entire classes. All grades are represented. Some maps are shown in which the ocean is filled in with pure black and the continents are given their mountain reliefs. A very striking effect is produced. *St. Louis* provides a handsome reception alcove for her visitors.

#### MICHIGAN

devotes a large section of her space to kindergarten and primary schools. The kindergartens are grouped collectively. Eight cities send large and systematic exhibits.

The State Agricultural College makes a fine display in its peculiar lines. In a series of models, the development of horses' teeth is shown. The walls are covered with collections of grain, etc. The State Normal School is represented chiefly by photographs and charts. The Michigan Mining School (*Houghton*), the State Industrial School (*Lansing*), and the Michigan School for the Deaf send photographs.

*Muskegon* has a fine line of paper design and color study; a case of clay work and photographs of classes.

*Republic* sends primary work in embroidery on cards, paper weaving and drawing.

A good exhibit of wood work in joinery and turning is from *Bay City*.

*Saginaw* makes an effective wall display and has also bound language work.

*Ann Arbor* high and grammar schools show classes at work; also construction drawing and designing.

*Grand Rapids* has paid special attention to primary occupations.

*Lansing's* common school work is mostly written.

#### NEW YORK'S

exhibit is one of the largest, covering 8,000 square feet of the gallery. Mr. Howard J. Rogers is in charge.

One of the most valuable exhibits to teachers is that of the N.Y. College for the Training of Teachers. The collection of home-made physics apparatus is surpassed by nothing of its kind at the exposition. Each model is accompanied by a type-written explanation, and its cost is given, together with the cost of similar apparatus ready made. Thus in the *apparatus for generation of oxygen* the appliance shown costs 13 cents while ready-made apparatus for the same experiment costs \$19.95. This work has been prepared under the supervision of Prof. John F. Woodhull.

The Workingmen's School makes a manual training exhibit that has many original features.

The city system of *New York* sends an immense amount of methodically arranged work which will be reported later.

#### NEW JERSEY'S

section is in charge of ex-County Superintendent S. R. Morse. His adapted swing frame is by long odds the best device on the grounds for exhibiting sheet work. A noticeable feature of this exhibit is the large amount of drawing done by teachers. It is getting to be a truism that all teachers can draw if they have the right sort of a superintendent.

From *Jersey City*, a collection of material for study shows, in a very suggestive way, some things that may be accomplished without expense, in younger classes. Card mounted mollusks, bottled cereals, nuts, and fruits are in the collection. (Principal C. S. Haskell.) Clay work.

*Woodstown*, sends a collection of native woods showing bark, end, and side of grain. There is some cardboard construction

from *Morristown*. *Long Branch* shows a collection of home-made physics apparatus (high school). *Newark*, lantern slides and apparatus by pupils. *Camden* exhibits a line of manual training. The *Trenton* State Normal shows how the manual training and science work may be correlated. Prof. A. C. Apgar has enlisted the manual training department in his behalf and the pupils make their own mineral cases and physics apparatus.

*East Orange* has with its bound language, some graphic number work from the primary. "Civil War Mosaics" from the *Vineland* High School (Miss Struthers, teacher) will receive much notice.

New Jersey is also well represented in bound written work from both city and rural schools.

#### NEBRASKA.

The phonographs from *Omaha* enable the visitor to hear the children of that city singing their school songs. The same alcove contains a system of free-hand drawing for all grades and paper work for the primary. The *Omaha* High School sends a course of wood work in joinery, turnery, and pattern-making.

The *Beatrice* manual work consists of paper folding, cutting and pasting, and embroidery, primary. The schools of *Nebraska City* do some nature study. Mounted collections of cereals are shown. One plate shows cotton in all its stages of growth and manufacture, from the plant and raw material to various cotton fabrics. There is a rural school exhibit.

#### NEW HAMPSHIRE.

The *Phillips Exeter Academy* and *Dartmouth College* are represented by photographs and specimens of work. The *State Normal* also makes an exhibit. *Dover* and *Nashua* fill one alcove with bound work. *Dover's* relief maps have unusual merit.

*Portsmouth* has a course of sewing, and some original ideas in design. *Littleton* and *Rochester* are also represented.

#### NORTH DAKOTA.

The sale of school lands already yields a school fund of seven dollars for each child in the state. It is predicted that in ten years no school-tax will be required.

The exhibit is not yet complete. The material from *James-town* has been lost within the grounds, and is being traced.

*Grand Forks*, *Fargo*, and *Grafton* have their work in place.

#### OHIO.

The higher institutions exhibiting are the *Wesleyan University*, *Oberlin College*, and *Wilberforce University*.

*Cleveland* secures an exquisite color effect in grayish whites. The alcove is ceiled with cheesecloth. Detail in a later number.

#### OREGON.

The work is mostly of the graphic order, little language exercise being shown, so far as the exhibit is completed. *Salem* has some good work in product maps. Also a scheme for history study by graphic charts.

#### PENNSYLVANIA'S

exhibit is among the largest and finest in the Liberal Arts gallery. The very generous space assigned has been greatly increased by the manner of arranging the alcoves. A related sequence of school processes is shown, from the kindergarten to the university. The characteristic features of the Pennsylvania exhibit are:

The great amount of manual expression.

The use of all available material for the expression of form.

Illustrative work in connection with all study.

Intrinsic knowledge as the basis for language work.

*Philadelphia*:

Nature study; botany as the basis for language work.

Historic ornament the basis for language work (8th grade).

The sequence in form study from paper folding to drawing and advanced design. Every means used for form expression.

Blackboard sketching to illustrate lessons.

Grammar school philosophy bound and illustrated.

History work illustrated by war maps, by drawings and portraits of leading men.

First-year language work based on pictures. In this the compound sentence is used and paragraphing is introduced. E. G., "Just then the old cat came to the top of the steps and the little mice ran away." *Philadelphia* makes a fine sewing exhibit. The definite progress through concentration seems to be limited to the drawing and language, being chiefly in the service of intrinsic study, including the natural sciences, geography, history, and literature. Number remains isolated and most forms of manual training likewise. Supt. Brooks is maintaining in general, the policy of his predecessor, Dr. McAlister.

*Pittsburg* besides her exhibit of bound work has paid a great deal of attention to all forms of manual expression. The system of wood and cardboard sloyd is among the best exhibits of its kind. Paper cutting is carried into the upper grades, where it is used in designs for fabric patterns.

*Alleghany* has a series of bound work from the first grade through the high school. The scheme for color work and design is particularly attractive in *Alleghany's* alcove. A unique line of

cardboard sloyd is shown. *Reading*, *Altoona*, and *Harrisburg*, make their individual exhibits. The counties are represented by bound volumes. Five of Pennsylvania's normal schools send exhibits. The following special institutions are strongly represented:

*University of Pennsylvania* (Phila.); *Bryn Mawr College* (for women); *Ogontz School*; *Girard College* (Phila.); *Lehigh University*; *Western University*; *Pennsylvania State College*; *Pennsylvania Museum and School of Industrial Art* (Phila.); *School of Design for Women* (Phila.); *Academy of Fine Arts* (Phila).

Miss Sarah A. Stewart is superintendent of the Pennsylvania exhibit.

#### RHODE ISLAND'S

exhibit comprises the state system, from the kindergartens to *Brown University*.

*Providence* and *Newport* are the largest exhibitors. The prominent institutions represented are:

*Brown's University*, *Girls' Industrial School* (*Newport*), *Socannonset Training School* (*Howard*), and *Friends' School* (*Providence*). The latter makes a fine display of wood carving.

#### SOUTH DAKOTA.

This exhibit is representative of the state, culminating in the university. *Sioux Falls* shows some good primary written work. Bound drawings are shown from schools having no special drawing teachers.

#### TENNESSEE'S

exhibit is confined to tertiary education.

#### UTAH.

In the originality and general merit of its exhibit, Utah stands easily first in the Western group. It would seem that a certain isolation had spared its schools from the blights which only recently are beginning to release the various school systems throughout the states. Here, behind the Western mountains, a system of education is being matured that, while it challenges the best elsewhere, owes its upbuilding very greatly to the peculiar stamina of its own communities.

The work shows the progressiveness of the individual teacher rather than conformity to any system. Much is made of geography in the way of map molding and the subject is also a principal basis for language work.

#### WISCONSIN.

*University of Wisconsin*, *Beloit College*, *Ripon College*, and *Downer College* exhibit by photographs.

*Milwaukee* shows an eighth grade course in wood work, and plaster casts from clay modeling. A general school exhibit from kindergarten to high school, including a manual training course from the latter, in which construction drawing is closely related to the work. Some good work in biology.

#### WEST VIRGINIA.

In the work of this state the semi-rural schools are particularly well represented. The bound work is uniformly neat but is distinctly that of the children. *Wheeling's* line of drawing is especially worthy of attention. It is based on the work in geography, physics, botany, and anatomy. (Grammar grades.)

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Many of the special institutions are grouped apart from their state sections. The schools for the blind and the feeble-minded are found along the west corridor. The manual training schools are chiefly along the south corridor. Among them will be found the largest and finest individual exhibit in the whole,—that of the *Pratt Institute* of Brooklyn.

*Japan*, *Russia*, and the *United Kingdom* make large exhibits of an educational character adjoining the American exhibit on the north west.

Fifteen states and territories send no exhibits.

W. J. KENYON.

It will be remembered that THE JOURNAL reports of the educational exposition given under the auspices of the N. E. A. in Chicago in 1887 emphasized: First, the exhibit of the Cook County normal school for its great legibility, due to a masterly arrangement, and for the soul-stirring tale of human growth that its wonderful sequence told; second, the exhibit of the schools of La Porte, Indiana, where Supt. Hailmann had so philosophically built primary education upon kindergarten, and so successfully inspired and developed his system; and, third, the Massachusetts schools, where less of continuity but much of brightness was apparent. New stars have appeared in the firmament since then, but the old ones have not faded. Another correspondent is this year attracted to the same booths and moved to the same praise of what he sees there. During the past two months we have been treated to a panorama of educational centers and institutions in the United States as our reporter passes them in review before us in his "Teacher's View of the World's Fair." The letter in which the exhibit of the C. C. N. S. is to be described will be watched for with interest by thousands of readers.



## Editorial Notes.

An index to the articles in this volume of THE JOURNAL will be found on page 694. This will not only facilitate finding articles, but will show what a mine of valuable materials are gathered into a single volume of this paper. There will be very many readers who will say, "How great the work expended on THE JOURNAL!" True, but that is of little account if only it is rightly appreciated.

There is a demand for copies of THE SCHOOL JOURNAL of September 3 and 10, October 1, 8, and 15, November 5, and 12, and December 3, 1892. As the entire edition is exhausted we cannot supply them, unless some of our readers are willing to help us out. We will pay to cents a copy. The number is wanted by subscribers who wish to bind THE JOURNAL and need it to complete the volume. Those who can will please send copies to E. L. Kellogg & Co., 61 E. 9th St., New York City.

The article on "The Old Education and the New," by Mr. B. O. Flower the editor of the *Arena*, Boston, shows that the discussions going on concerning the methods of the school-room reach thinking men; whether the teacher likes it or not his ways will be discussed, and Mr. Flower has certainly shown that he comprehends the real question of the hour. He has in "Civilization's Inferno" discussed social questions quite as fearlessly.

The collection of engravings in the article on "Education at the Close of the 19th Century" in this JOURNAL is but a small part of a vast collection pertaining to education; the great task was to decide what to leave out. This shows that education is rising into an importance once not conceded to it. Bear in mind that it will rise only as it is a work done by earnest, moral, educated, scientific, and progressive people. "The best people must be in the school-room," says Victor Hugo.

Rutgers college at New Brunswick, New Jersey, offers a free scholarship in the agricultural department of the college for each of the sixty assembly districts in the state.

When the day fixed for the examination of candidates arrived in Hudson county which was entitled to eleven, only one applicant presented himself at the court house in Jersey City. This was Alexander Sjöberg, a bright young Danish-American living at Union Hill. What does this mean? Education free and no one accept it! Is there "a screw loose"? It is said by many high school principals that fewer young men every year go into advanced classes. They say there is too much newspaper reading and cigarette smoking.

A manufacturer of tobacco has lately been parading the streets with advertisements of certain cigarettes; he says he will spend \$50,000, possibly \$100,000, in putting them before the public. When asked how he would get this back, he pointed to a boy of fourteen years of age passing by smoking a cigarette, and said, "They'll do it." It is a serious question as to the responsibility of teachers in the matter of tobacco smoking. To what extent are their pupils "keepers"? Let the educational congress at Chicago consider this if it dares.

A subscriber from Iowa refers to a question in THE JOURNAL as to the future of the teacher and says: "We are not so bad off as some people think; there is Supt. D. W. Lewis, of Washington, in this state, who is going to his orange grove in Southern California in the fall, after having nobly served for twenty-one years. I have a small farm of 120 acres that waits for me, free and clear. No teacher need to go to the poor-house if he saves at the outset."

It is not at all an unusual thing to read that the freshmen of this or that college have been prevented from eating a class dinner or from wearing a tall hat or carrying a cane—it matters little what—some foolishness is attempted. The whole country was shocked some months since to learn that some young women in a college had marked others with nitrate of silver! There is a spirit of barbarism in the colleges, an evolution backwards. Every student who does not live up to the rules enacted by civilized society should be sent down to Hampton institute among the Indians and there see how nobly those behave.

It will be noticed that our World's fair correspondent includes New Jersey in his educational survey of the United States—and handsomely. THE JOURNAL is glad. We have several able contributors from the Jersey schools and have long known that the climate over there favors pedagogics as well as mosquitos. We may have believed the most dreadful things that the Twin Cities have said about each other; we may have credited some of those mutual Chicago and St. Louis tales, even to that of the Chicago girl who "can't die because she has one foot in the grave

and can't get the other in"; but we never believed the invidious things said about New Jersey.

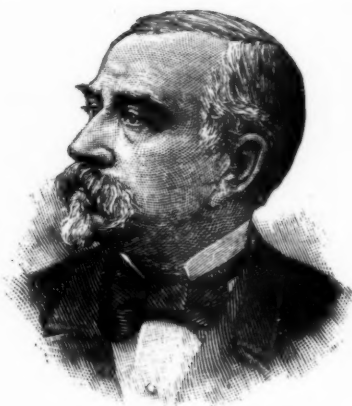
Massachusetts is victorious at the fair. Whatever "those Westerners" may insist on regarding the iron-bound conservatism of the Old Bay State, impartial visitors will find ocular evidence to the modernness of common school education as practiced within its boundaries. Either Massachusetts has been progressive a good while, or she has been very progressive of late, for if there was any catching up to be done, she has more than done it. The fact is that Massachusetts has a cultured and earnest body of teachers who, when they become profoundly convinced of the value of an educational theory, go about applying it in the right way. They are on the way now, and nearer than they, as a body, realize, perhaps, to the theory of Concentration. We should not wonder if the world's exhibit at the fair should induce in these able teachers so close a study of this theory, that even one year hence its application throughout the state will show a marked advance. We are not at all afraid that "the proverbial New England conceit" will stand in the way of this study, which Massachusetts is better prepared, perhaps, than any other entire state to pursue effectively.

California may be said to represent the great West at the fair as nobly as Massachusetts sets forth the most solid progress of the East in school practice. While the fact that *the East do move* is reassuring, after all that has been said to the contrary, the rapid evolution through which educational work is passing in the younger states is of especial interest. Every time that great engine of civilization, the common school, makes a new start in a pioneer land, it shakes from its feet, as it were, all the hampering traditions of the mother country and, proceeds untrammelled, through a series of characteristic errors and bold successes to a firmer stand upon a truer application of historic principle than it could have reached under the parentalism of pedagogic tradition. Massachusetts must keep an eye upon this special advantage of the West and its results in school development, as well as upon the still unapplied wisdom of the prophets and seers of old.

Fifteen states make no educational exhibit at the World's fair. A region becomes sufficiently inhabited, and its inhabitants sufficiently enterprising and influential to ask and obtain admission to the Union as a state and the interest in education remains so far behind, that the opportunity of studying and the duty of teaching at this school gathering of the world are not appreciated! Were those fifteen states too modest? Did they feel that they had "nothing to show"? Modesty is no excuse, when the civilized world asks, "What are you doing for the perpetuation of civilization?" Little or much, it should be shown. It may be that out of a very modest exhibit some ray of truth not caught elsewhere might shine for the truth seekers; while the public confession of backwardness which a poor exhibit would constitute might react most powerfully upon the prosperity of a state by rousing its inert teaching authorities to action. Where the anti-fad spirit prevails among the people to such an extent that an appropriation of funds for such an exhibit has been withheld, there must be something wrong with the teachers. "No exhibit" is a more significant confession than a poor exhibit.

Brooklyn has no exhibit from the public schools at the fair, but its educational life is manifested in the magnificent showing made by Pratt Institute, which takes the lead among manual training schools. Enough is known of the teachers of Brooklyn to prevent possibility of doubt as to their interest in the school department of the fair. It is to be deplored exceedingly that so interesting a city is not represented there. It is known that the superintendent made strenuous efforts to obtain an appropriation for the purpose, but the political control to which the city and its schools are subject is not of the quality to admit of a just provision for educational progress in all its lines. The members of the Board of Estimate are as inaccessible to pedagogy as a porcupine to tenderness. How long will vast bodies of teachers who should feel themselves divinely charged with the welfare of the great institution, popular education, tamely submit to the superior wisdom of ward politicians? When will they begin to stir up the public on this question of the urgent necessity of getting the schools out of politics? What right has a board of estimate to say to a board of education, "You shall have money to buy primers for the children, but none to expend upon kindergartens"? How has the board of estimate qualified itself to judge of desirable things in modern education? The Board of Education should be its own judge of what is best in school progress, and, in order that it may judge clearly and truly, it should be a professional body.

*This paper should be regularly taken by every private school and institution of learning. The practical help given it can be found in no other paper or book. An order for the paper may be sent now, and bill will be rendered October 1, 1893.*



Mr. Morton and Arbor Day.

No red letter day in the calendar seems to have taken a firmer hold on the affections of the people than Arbor day. The observance is of the utmost importance in impressing on the children in the schools an idea of the beauty and usefulness of trees, and the necessity of preserving them. The honor of originating Arbor day belongs to J. Sterling Morton, the present secretary of agriculture.

Twenty-one years ago, on the recommendation of Mr. Morton, the Nebraska state board of agriculture passed a resolution offering prizes for those who should plant the most trees. That year more than one million trees were planted in Nebraska. Since then the day has been celebrated annually, and the interest in tree-planting has taken other practical forms. The gain to the state in increased fertility and beauty can scarcely be computed. Other states were not slow in perceiving that what was good in Nebraska would be good elsewhere, and one by one they encouraged tree-planting. Arbor day is now observed in all parts of the Union, the states arranging the dates in accordance with Nature's time for bringing forth the leaves, in different latitudes.

### The World's Educational Congresses

UNDER THE DIRECTION OF THE NATIONAL EDUCATIONAL ASSOCIATION OF THE UNITED STATES, CHICAGO, ILLINOIS, JULY 25-28, 1893.

Will discuss higher education, secondary education, elementary education and kindergarten instruction, school supervision, professional training of teachers, art instruction, instruction in vocal music, technological instruction, industrial and manual training, business education, physical education, educational publications, rational psychology, experimental psychology, and will be held at the Art Institute, Michigan avenue and Adams street, in the mornings and afternoons of Wednesday, July 26, Thursday, July 27, and Friday, July 28. Two general sessions of the entire congress will be held; the first on the evening of Tuesday, July 25, and the second on Friday evening, July 28.

A fee of \$2.00 will entitle a person to a ticket of admission to each of these congresses and to a copy of the proceedings when published. A certificate of membership in the National Educational Association will entitle a member to the same privileges.

Teachers desirous of attending the World's congresses and of securing in advance places to board, at moderate rates, while in Chicago, will please remit a membership fee of \$2.00 to J. M. Greenwood, treasurer, room 72, City Hall, Chicago, Ill., giving name, postoffice address, the exact days when they will occupy a room, and a statement of the amount they are willing to pay per day for entertainment. When a room is reserved, a deposit will be required of at least \$2.00, which will be applied upon the room rent.

The Chicago people believe in the "fad" of sewing and pay Mrs. Ella Van Arsdale a salary of \$1,000 a year to teach it to the children. There are inquiries for teachers of drawing (not picture copying), sewing, and wood working; all these get good salaries. The trouble is that those who offer themselves as teachers have only read about the subjects.

Supt. W. A. Knibloe, of St. Augustine, Florida, has charge of the state exhibit at Chicago, and reports much satisfaction in inspection of the work of other states.

Our correspondence from the World's Fair is attracting much attention. These articles will continue during the summer and fall.

### Educational Progress in England.

#### EVENING CONTINUATION SCHOOLS.

After many months careful deliberation the English minister of education has launched his evening continuation school code and its reception throughout the country has stamped it as a big bid to popularize the hitherto sluggish system of evening school education. The early age at which children leave school to go to work has made it increasingly apparent year by year that evening continuation schools are a paramount necessity if the money and labor expended on the elementary day schools is not to be practically wasted. It is a careful and interesting code. The syllabus on the "*Life and Duties of the Citizen*" covers entirely new ground in English educational history and will be extensively used. Messrs. Cassell & Co. have already sold 200,000 copies of text-books treating of the various subjects into which the scheme of instruction is divided.

Another important change announced in this code is the abandonment of a formal evening inspection, for which will be substituted surprise visits by Her Majesty's inspectors. This is a great boon, for oftentimes after a laborious winter session the inspection in the spring found many scholars absent with a corresponding decrease in grants. In future the grants, limited to 17s 6d per head will be calculated according to the number of hours devoted to instruction in the various subjects. Altogether this code has been rightly denominated as an epoch-marking document.

An interesting return is being compiled in the 26,000 schools of the country of the employments to which the scholars go on leaving schools.

### Physical Measurements.

Dr. Arthur MacDonald, of the bureau of education, is measuring the school children of Washington to ascertain the ages at which their growth is most rapid. Special measurements of the nervous system are also being made and valuable facts may be expected. Dr. MacDonald holds that at those ages in which children grow rapidly there should be a corresponding reduction in the amount of study required; and this should be done even if the pupil is mentally capable to do more.

The instruments that are being used in taking the measurements are described as follows:

"The aetheriometer is an instrument like a pair of dividers, which determines the least sensibility to locality by having each pupil tell (closing the eyes) whether he or she feels one or two points of the dividers. Those who can distinguish the points when near together show acute sensibility to locality. This is tried on the wrists of both hands. A second instrument is the dynamometer, which measures the strength of each hand. Another instrument is the baræthesiometer, a recent invention by Prof. Eulenburg, of Berlin. This determines the least sense of pressure that one can feel.

"The fourth instrument, the thermoæthesiometer, consists of two thermometers, one of which is heated just enough to feel warmer than the other. They are both placed on the forearm, and the pupil is asked to tell when the two thermometers feel the same, and when this occurs the difference between the thermometers is recorded. Thus, the least sensibility to heat is obtained. As no experiments of this nature have been made on any considerable number of persons, and none on children, it is impossible to say at the outset what the results will be. But it is *a priori* probable that any scientific results obtained as to the condition of the nervous system are of the greatest practical value, since they stand in the most intimate relation with the mental condition of the pupil."

### Public Schools in the South.

Rev. A. D. Mayo, formerly of Springfield, Mass., recently delivered an address on the condition of the public schools in the South. The fact is recalled that long before the war every Southern state had attempted to establish common schools. Conventions were held to advance the cause of public education. The graded system of instruction for white children was established and in operation in several of the larger cities. In a few states these public schools survived the war, but in a feeble condition, and they languished all through the period of reconstruction. In most of the states the war was the end of these early educational efforts, and the poverty of the people and the disturbed political condition postponed the attempt to revive them for some years. In the early seventies this revival began, and the progress from that time to this has been steady. With public schools for whites, were provided schools for the colored population, until now the latter race is nearly as well provided for in this respect as the former.

Mr. Mayo says that practically every town, city, and neighborhood in the South has now its public schools, as a rule the best that the resources of the community will permit. The South will pay at least \$20,000,000 in school taxes this year, and more children will be enrolled on the school list than ever before.

In Georgia, the enrolment shows a material increase since the last school census. Some counties in which there are no large towns or cities show remarkable gains. Savannah makes a showing which it will be difficult to excel anywhere. In a total white school population of 5,398, there are only ten boys and four girls

between the ages of 10 and 18 who cannot read and write, and 538 such illiterates out of a colored school population of 5,871.

There are defects, of course, but Mr. Mayo reports a disposition to remedy them as rapidly as possible, and a willingness on the part of the people to bear as heavy a burden of taxation as they are able in order to give the youth of both races as wide an opportunity for a proper training in citizenship as they can. In most states, if not all, the school fund is divided quite equitably among the races, and the colored schools are kept open as many weeks in the year and are as well supplied with teachers and text-books as those for the whites.

A teacher in western Pennsylvania gives an account of the reign of superstition in his district that would hardly seem possible: a good many pupils stay away on Friday, because it is an unlucky day. The Thirteen club of this city meets on Friday; they think Friday is a lucky day. Columbus sailed from Palos on a Friday; he discovered America on a Friday, and he arrived back at Spain on another Friday. On Friday Washington was born; Queen Victoria married; Napoleon Bonaparte born; battle Bunker Hill fought; Mayflower landed; Joan of Arc burned at stake; battle of Waterloo fought; Bastille destroyed; Declaration of Independence signed; battle of Marengo fought; Julius Caesar assassinated; Moscow burned; Shakespeare born; King Charles I. beheaded; battle of New Orleans fought; Lincoln assassinated. It seems that good and bad things take place on Friday just as on other days.

The question that stands before the teacher higher in importance than any other is that of the practical means of becoming a professional teacher. Thousands will go to Chicago with this idea uppermost; that schools have been opened there to aid those coming with this intent shows that the statement made at the outset is a correct one. This idea is being cherished by many a teacher in an obscure place at this time; let no one entertaining such an idea dismiss it as one that cannot be realized. To cherish a high and right ideal constitutes a turning point in the career of those who rise to any eminence.

In reply to many inquiries as to whether there will be cheaper excursion rates to Chicago, it can be said that the question will come before the general passenger agents on June 21. The Western agents recently decided to run excursion trains on which the fare for the round trip will be equivalent to the fare one way, and it is hoped that the Eastern trunk lines may take similar action. It is probable that these excursion trains will be composed of day coaches only. The demand for Pullman cars even now is greater than the supply.

One of the questions that are to be severely debated as soon as the schools open in the fall will be, "Shall we have income taxes?" There is a class shouting for taxes on incomes, meaning that some other fellow shall be taxed. But they will not be as anxious to have a law for taxing all incomes great and small. This tendency to class legislation is a bad sign. Let the schools know what is being debated and what should be an equitable conclusion.

The plan of the regular issues of THE SCHOOL JOURNAL is, (1) a statement of pedagogical truth occupying three pages; (2) practical methods of pedagogy in all the eight subjects that form a part of the school course. In this way the Theory and Practice of Teaching are exemplified so that the teacher who wishes to teach in accordance with the understanding we now have of education will have the best aid possible.

It is with great pleasure that we announce that the Rev. H. B. Frissell has been chosen principal of Hampton Normal Institute to succeed General S. C. Armstrong. He has labored indefatigably side by side with the noble founder of the institute for many years. The institute has been represented to its friends by Mr. Frissell; his labors have brought in the needed funds to carry it along. Success to it under its new principal! If devotion, if earnestness will make it more successful they will be freely given.

State Supt. Harris, of Alabama, asks the county superintendents to get speakers and papers to discuss these topics:

(a) The duty of the state to provide ways and means for the support of the public schools.

(b) The natural and moral duty of the parent to educate the child to the extent of his ability.

(c) The right of the child to an education commensurate with his surroundings.

(d) The character of the teacher socially, morally, and intellectually.

(e) The importance of good school buildings with the modern improvements.

(f) What should be the qualifications of a state and county superintendent of education?

(g) The importance and beneficial results of well regulated teachers' institutes.

(h) Should the state adopt a uniform series of text-books for public schools for either state or county?

(i) Ought not the salaries of county superintendents be such that they may give all their time to school work? He says:

"I confidently believe we are on the eve of a great progressive educational movement in this state, which will prove a lasting benefit to our people. What we need is earnest, zealous, and persistent effort on the part of county superintendents, township trustees, and teachers, in order to secure success."

This is plainly a live man. There are a good many questions concerning education that ought to be debated.

The Southern Educational Association will meet at Louisville, Ky., July 11-13. One fare rates and stop-over privileges are given. The following are among the topics to be discussed: THE NEW EDUCATION, NORMAL INSTRUCTION FOR THOSE ALREADY IN THE FIELD, MAKING THE RURAL SCHOOLS EFFICIENT. These are living subjects. Let the S. E. A. fail to pile on papers treating of the founder of the pyramids of Egypt and the number of children each had and whether they ever dreamed of the Hyksos, etc., etc.

### Meetings of Educational Associations.

JULY 5-7.—West Virginia State Teachers' Association meets at Huntington.

JULY 10.—Kentucky State Teachers' Association, convenes at Louisville. Pres. Wm. H. Bartholomew, Louisville; Sec. R. H. Carothers, Louisville.

JULY 11-12-13.—Southern Educational Association. Louisville, Ky.

JULY 25-26-27.—South Carolina State Teachers' Association, will meet at Spartansburg. Pres., Dr. S. Lander, Williamston; Sec., Prof. Dick, Union.

JULY 25-28.—Educational Congress at the World's Fair.

DECEMBER.—The Oregon State Teachers' Association will convene at Portland. Pres., E. B. McElroy, Salem, Oregon.

DEC. 27.—The South Dakota State Teachers' Association will convene at Parker, S. D. Pres., C. M. Young, Vermillion, S. D.; Sec., Edwin Dukes, Parker, S. D.

DEC.—The Wyoming State Teachers' Association will convene at Rawlins, S. D. Pres., A. A. Johnson, Laramie, Wyo.; Sec., J. O. Churchin, Cheyenne, Wyo.

JUNE 29-July 3.—The S. E. A. of North Carolina, meets at Moorehead city. Pres. J. J. Blair, Winston; Sec. E. G. Harrell, Raleigh.

JUNE 22-24.—The State Educational Association of Louisiana will hold its tenth annual session in the Chautauque Auditorium, Griffith Springs, near Ruston. Pres., Col. J. W. Nicholson, Baton Rouge, La.; Sec's., D. M. Scholars, Monroe, La., and E. L. Himes, Natchitoches, La.

JUNE 27-30.—Arkansas State Teachers' Association will be held at Morrilton. Pres. A. E. Lee, Russellville, Ark.; Sec. H. A. Nickell, Ozark, Ark.

JUNE 28-30.—Brunswick Provincial Teachers' Institute will be held at Fredericton, N. B. Pres. Dr. J. R. Tuch, Fredericton, N. B.; Sec. Jas. M. Palmer, Fredericton, N. B., Can.

JUNE 30.—Georgia State Teachers' Association will be held at Gainesville. Pres. E. B. Smith, Le Grange, Ga.; Sec. J. W. Frederick, Marshallville, Ga.

### Summer Schools.

Cook Co. (Ill.) Summer Normal School, Englewood, Ill. July 10, 28, Col. Francis W. Parker, principal.

Martha's Vineyard Summer Institute, July 10, W. A. Mowry, president, Salem, Mass.

Summer Course in Languages. (Berlitz Schools of Languages. Auditorium, Chicago, Ill.) Asbury Park, N. J.

Cornell University Summer School, Ithaca, N. Y., July 6, Aug. 16. The Registrar, Cornell University, Ithaca, N. Y.

Summer Session of the Neff College of Oratory, Atlantic City, N. J., June 26, July 21. Silas S. Neff, president, 1414 Arch street, Philadelphia, Pa.

Chautauque Assembly, College of Liberal Arts and other Schools, Chautauque, N. Y. W. A. Duncan, secretary, Syracuse, N. Y.

Summer School, Elocution-Delsarte, July 5. Address H. M. Soper, 26 Van Buren street, Chicago, Ills.

Summer School, Greer Normal College, Hooperton, Ills., June 13. William H. Monroe, president.

The Sauveur College of Languages, Rockford College, Rockford, Ills., July 3. Address Dr. L. Sauveur, 6 Copley street, Roxbury, (Boston), Mass.

The National Summer School at Chicago, Englewood, Ills. Address Chas. F. King, manager, Boston Highlands, Mass.

Summer School for Teachers at Sherburne, N. Y., July 19. Address W. S. Knowlson, Sherburne, N. Y.

Midsummer School at Whitney's Point, N. Y., July 24, Aug. 11. H. T. Morrow, manager, Binghamton, N. Y.

Summer Session of six weeks of the National School of Elocution and Oratory, at Grimsby Park, Ont., Can., July 3, Aug. 12. Geo. B. Hynson, principal, 1020 Arch street, Philadelphia, Pa.

Vanderbilt University Summer School for Higher Physical Culture, Nashville, Tenn., June 16, Aug. 16.

The State University of Iowa Summer School, Iowa City, June 19, four weeks. Charles A. Schaeffer, president.

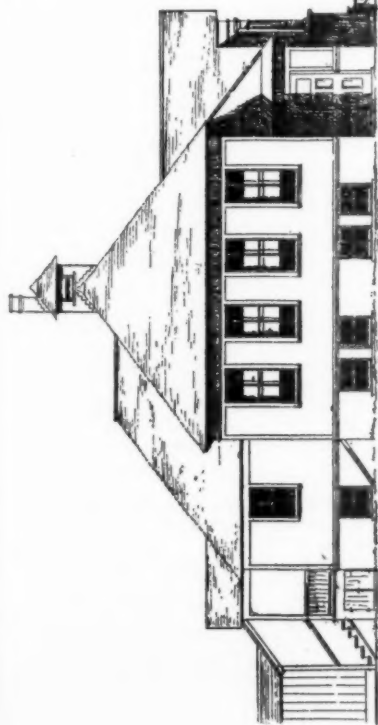
Callanan Summer School of Methods Des Moines, Iowa. C. W. Martindale, president, Des Moines, Iowa.

Virginia Summer School of Methods. At Salem, Va. Opens June 25 and continues four weeks. Applications, etc., should be sent to Hon. John E. Massey, supt. of schools, Richmond, Va.

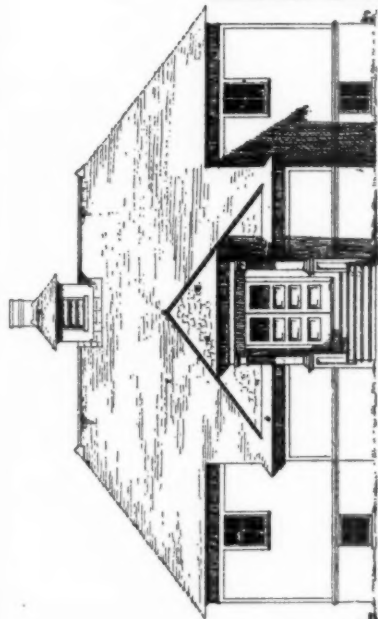
Peabody Summer School of Pedagogy, Troy, Ala. Begins August 21 and will continue five weeks.—Conductor: E. R. Elridge, LL.D., Pres. Peabody Normal College, Troy, Ala.

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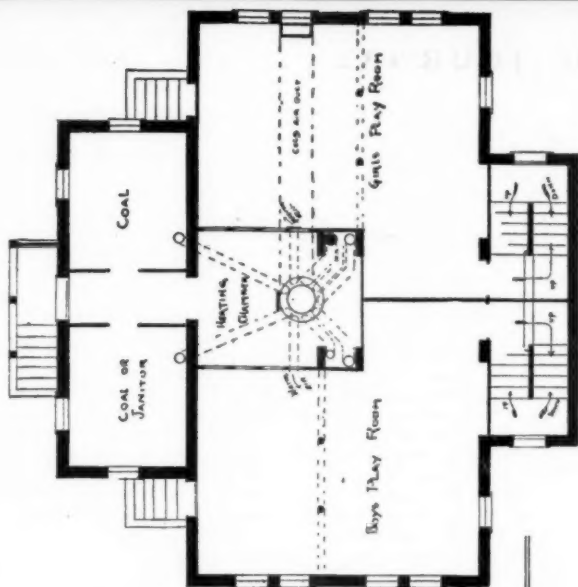
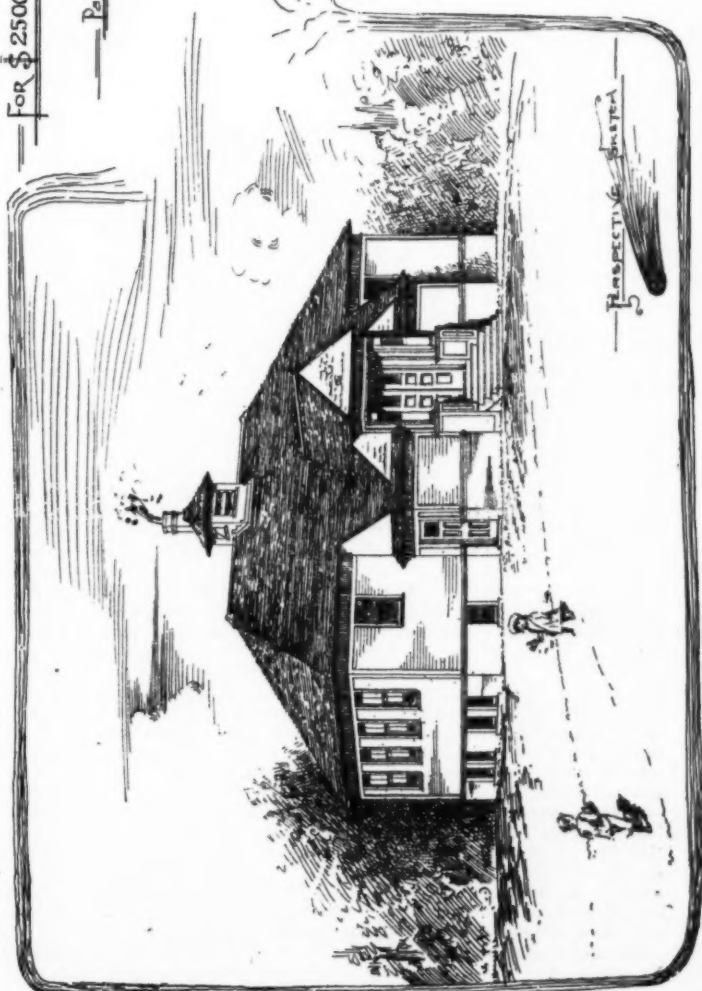
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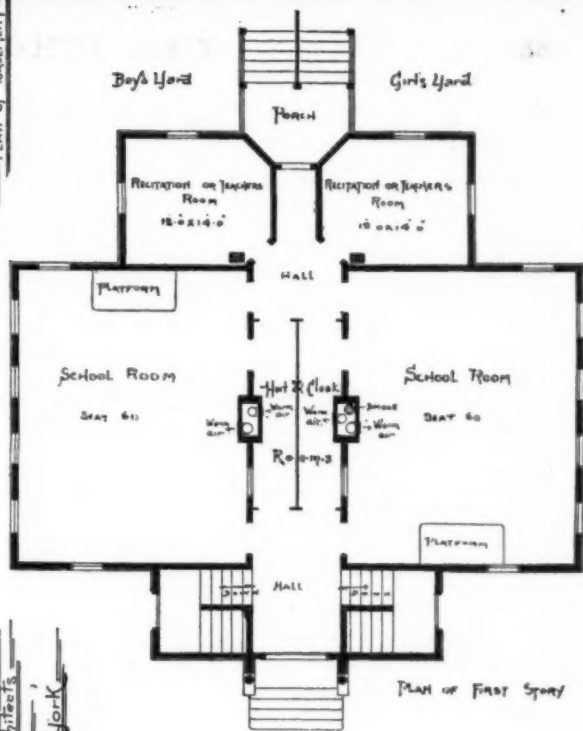
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PLAN OF BASEMENT



PLAN OF FIRST STORY

The degree of Ph. D. was awarded Miss Florence Bascom, of Massachusetts, the daughter of Dr. John Bascom, of Williams college, at the Johns Hopkins university. She is the first woman on whom the university has conferred this honor. Miss Bascom already holds four degrees from the University of Wisconsin. Her application for a degree at the Johns Hopkins university was granted secretly last October, women then not being admitted on equal terms with men.

Her principal thesis was on inorganic geology, her minor subject being palæontology and chemistry. Her papers were pronounced by the faculty to be among the best presented. Miss Bascom will be instructress at the Ohio State seminary.

Newton, Mass., with a population of 24,379, pays the principal of its high school \$3,000 a year, the women assistants in the school receive from \$800 to \$1,000 per annum. Worcester with 84,655 inhabitants. Fall River with 74,398, Springfield with 44,179, each pays the principal of its high school a yearly salary of \$3,000. In Rhode Island, Providence, and Newport pay the same. New Haven, with 86,045 inhabitants, pays \$2,700. Albany, N. Y., with a population of 94,923, pays \$3,000; Buffalo, with 255,654 inhabitants, pays \$2,500; Rochester pays \$2,200, and Syracuse \$2,500; none of the Massachusetts cities pay the primary school assistants less than \$450 per year and nearly all pay from \$500 upward. In the New York state above mentioned the pay of primary school assistants ranges from \$300 to \$550 per year—Boston, Lowell, Cambridge, Lawrence, Springfield, New Bedford, Somerville, Newton, Malden, Waltham, Quincy, and Medford, Mass.; New Haven and Waterbury, Conn.; Providence and Newport, R. I.; Concord, N. H.; Boston and Worcester, Mass.; Bridgeport, Conn., and Newport, R. I., and New York state provides for instruction in sewing and cooking.

Miss Irene W. Coit, a graduate of the Norwich Free academy, passed the Yale classical examinations, but cannot enter the university on account of her sex. The doors of Yale are barred against female students by usage and by an edict formulated by the early college fathers. Miss Coit knew this at the time she tried the examination, and did not expect to become a student at Yale. Nevertheless, she wished to prove that girls are equally capable with boys in a classical education. She received a certificate from the Yale faculty stating that she "was duly qualified, except on account of her sex, to be admitted" into the university. Miss Coit has accepted a place as teacher in the young ladies' seminary at Geneva, N. Y. She will enter upon her duties as teacher there in September.

## The Professor's Awakening.

By the Author of "Preston Papers."

"Hev some more cream for your strawberries, Perfessor?" and Miss Olivia, or 'Livy as she called herself, passed the pitcher toward Professor Briggs, who took it mechanically and poured it over his bread instead of upon the luscious strawberries that nestled in sugar in his saucer. Aghast at his absent-minded appearance Miss Olivia watched him a few minutes, and then began to rattle her question box.

"You ain't sick, be you, Perfessor?"

"No, thank you, I am very well."

"Homesick?"

"No. I have no home, you know."

"You ain't — — — you ain't — — —" Miss Olivia became confused, for just then the Professor looked up, saw her embarrassment, and laughed, yes, actually laughed! Dignified and grave always, rarely smiling, he at twenty-three gave one the impression of being at least thirty. He knew what she wanted to ask, and it amused him. Usually such a question would have annoyed him, but this morning Professor Briggs was more nearly "tender" in his thoughts than he had been since entering college five years before.

At that time he had not had the remotest idea of ever teaching, a business for which he felt just the slightest tinge of contempt, so far as men were concerned. Coming from a family of scholars, wealthy, aristocratic, college-bred men for generations, he had planned to take a university course and then study law—more that he might look after the interests of his own property than with any intent to do anything for others. But Providence interfered, and just after receiving his diploma, he was orphaned and impoverished at one stroke. The ancestral millions had been trusted for years to the handling of an agent, who had proved unequal to the task set his conscience, and he had "operated" with his employer's money in a way that lost it all. Mr. Briggs, Senior, heard the news—and died within a week. Stephen, "Perfessor," heard it and lived. He wondered what he *should* do, when everything was settled, and he no longer had a home, when even the furniture in his room, the books in his father's library, were under the auctioneer's hammer, for everything had to be sold to "square up" with petty creditors.

Fortunately, he told himself, he was the only child, and now he

was glad that his sainted mother had not lived to be harrowed by these experiences, perhaps to meet real, physical suffering. At the time of her death he had been very rebellious about it—but now he was entirely reconciled, glad, indeed, that she had been spared this misery. He had only himself to look after, and could of course do that—but how? He knew nothing about manual labor, but supposed he might obtain a clerkship—just then he received a letter from his college "chum" asking if he would accept the principal's place in their village school, at a salary of \$1,000. Would he? It seemed too good to be true, that he did not have to "herd" with clerks, bookkeepers, stenographers, and others for whom he had felt almost aversion.

But—he had no innate love for children, no professional training for the work; and although he had been in Penfield nearly a year he had made but few friends. Naturally exclusive he had come there sad—and although always polite he was not genial. It was the kind of courtesy that freezes and repels. His landlady was good, very—that he had admitted a dozen times, to himself; and when in the winter he was attacked by grip, no mother could have been kinder nor more attentive to his wants. But her grammar was defective, and he instinctively parsed her sentences mentally while she spoke.

Her table was neat, as was her entire house; the food was delicious, abundant, and well served—but she outraged his aesthetic sense in the matter of tidies, for which she had an overwhelming passion. She displayed them everywhere, of every conceivable hue, shape, and color, but most prodigally in his room.

And Miss Olivia was enough of a hero-worshiper to walk in his shadow. True, she felt a something lacking in his life, but even to herself she wouldn't confess that he was too highly polished for common, every-day use among common, every-day people. It troubled her more that he didn't appreciate his opportunities to do good among the children. His predecessor had been a work-a-day man, with limited education—so far as books go, but with a deep love for children and for his work that amounted almost to inspiration.

But—the Board of Education, being on the minus side of classic scholarship individually had decided that their school must be taught by a "Professor," so the year previous honest, benevolent, loving John MacDonald had been asked to resign, and this college-bred "machine" had been put in his place—for the Professor did his work mechanically; so many hours, so many classes. Monday, Tuesday, Wednesday, Thursday, Friday; one week was typical of all, one day of every other.

But

"There's a Divinity that shapes our ends,  
Rough-hew them how we will,"

and when a month ago he had been asked to deliver an address of welcome to a teachers' association that would convene in Penfield, he had felt a little stir of his pulse, a little quickening of activity in the cardiac region, and he had said "yes," with something approaching enthusiasm, and he went right to work on its preparation.

It was scholarly; it was classic enough to suit even his Board of Education; and the members, occupying conspicuous places on the platform, looked as grave as the solemn occasion demanded, nodding their approval of quotations given in an unknown language, from authors of whom they never heard; and it was polished—but it was cold, hard, and stony. *It didn't stir enthusiasm*, and he felt the chill that sensitive natures always do when before an audience and the wrong chord has been touched, no sympathy aroused.

Next on the program was a young lady—she didn't seem twenty, but was alive to her finger tips with her subject, which she had delivered very unconventionally, making three points—"why, what, and how do you teach?" Her enthusiasm was infectious, and even Professor Briggs caught himself listening to what he at first supposed would be a sort of "school-girl's essay"—he having a sort of contempt for feminine accomplishments in the realm of thought; but when he heard "Why are you teaching?" he listened. He felt almost impelled then and there to get up and reply—that it wasn't his fault, he "didn't mean to," or excuse himself in some way, when after a slight pause she had said: "If it is because you love your work, I bid you God speed! in what seems to me the highest, holiest occupation of earth. But if you use the school-room merely as a means of support, let me beg of you to saw wood, dig potatoes, wash dishes, *anything* honest, rather than to recklessly or indifferently deal with the immortal minds whose destinies you are at least helping to shape."

Why! that thought startled him! He having anything to do with the *eternal* welfare of the two hundred and fifty children that went in and out before him!! The thought was a revelation, and he began to look at his work in a new light. But "What are you teaching?" came next. "Are you confining yourself to the curriculum? This may not be. Remember the parable of the talents, and that in proportion to your opportunities and advantages, results will be required."

The professor began to get nervous. Miss Newton was not looking at him, for he was behind her; but he felt morally cer-

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tian she meant him; he thought that at first—but now he was convinced of it, as she went on with her plain English, brief sentences, and simple, unconventional manner.

Finally came the "How are you teaching? For time or eternity? Are you leaving such an imprint upon these young hearts as you'll be glad to recognize in the hereafter? Is your influence leading upward and onward? Or are you doing your work mechanically indifferently, with no thought of anything beyond to-day?"

Now he was sure that some one had told her how he got into the "dreadful drudgery" and she was just analyzing his methods, his matter and manner of working, and he could scarcely restrain himself. It wasn't fair to take such an advantage anyway, and portray him in that way to the audience—for he knew by the intent way in which they listened that they all recognized the original of the picture she was holding up to view—and unable to bear it any longer, he stole down from the platform and out of the house to his room at Miss Olivia's, where he sat thinking over the past few months, until long after he heard her come home, and with Ann, her one domestic, go around closing blinds, locking doors and making ready for the night.

Then he went to bed—but not to sleep. Those questions haunted him, and were still haunting him when at the table the next morning Miss Olivia had questioned him as above stated. Could he do anything with that mischievous Dannie Ryan? Would he be held responsible if he didn't develop more humility and modesty in Belle Saunders? Must he "give an account" because Mamie Reed seemed to have grown stubborn or obtuse under his handling? Was it any of his business that Patsy Davis got behind in his lessons, because his invalid mother needed his help at home? Was he under any real or supposed obligation to find out just what was lacking in home training, home culture, and opportunities, and, so far as in him lay, supply the deficiencies; arouse latent powers; quicken dull consciences; train "florid" tastes; cultivate cardinal virtues; correct wrong habits of body and distorted ideas of right and wrong; plant newer, better thoughts where vicious ones were growing or liable to; teach them *how to be men and women* as well as students; citizenship as well as algebra; should manners have as much place as mythology; ethics come in with astronomy? Was there any reason, why, as a teacher, he had responsibilities that he would have escaped as a lawyer, clerk, student—or in almost any avocation?

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These and other questions were discussed with so much newly found interest on his part and such homely, homespun, common-sense logic on the part of Miss Olivia that Ann finally resorted to the ruse of going to the front door and giving the bell a most violent ring, to get them away from the breakfast table, and as she left them still talking it over, so will we—glad that the "Professor" has been awakened, by no matter what means.

## Normal Schools Not Final.

The founders of the first normal schools in Rheims, Halle, Stettin, Göttingen, and Bridgewater did not intend that they should give a complete professional education. Their design was well expressed in a speech of Daniel Webster in 1838 when he said that "normal schools are to teach teachers and enlist interest on the right side; to make parents, and all who in any way influence childhood, competent for their high office; to turn the noblest enthusiasm of the land into the holy channel of knowledge and virtue." Most of the early normals were little more than good academies, in which the best teaching could be seen and imitated. They were not expected to make scientific teachers. These schools have done, are doing, and will continue to do, great good in many ways—first of all, by personal criticism, enabling many to succeed who otherwise would have failed, and so, selecting from a large number of intending teachers those whose mental, physical, spiritual, and sympathetic endowments best qualify them to enter the school-room.

The majority of young persons entering our normal schools are not mature enough to undertake the study of the philosophy and psychology of education. The scientific study of even the history of education requires not only a good knowledge of the sciences and arts, but some logical maturity that few academic students possess. Our normal schools must take into their classes a great deal of immature and crude material, and mold it as best they can. This is an exceedingly important work. But mature students need something higher. It was a conviction of this need that led Immanuel Kant in 1798 to deliver lectures, in the University of Königsberg, on higher pedagogy. After Kant came Niemeyer, Schwartz, Rosenkranz, and Herbart whose work has created a distinct science of education. Without the labors of these

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pedagogues, supplementing the work of the teachers' seminaries, scientific pedagogy would not be where it is to-day.

In our country a similar movement has been started as in Germany at the close of the last century.

At Johns Hopkins university under the leadership of Stanley Hall the beginning of instruction in higher pedagogy was made; since, at Clark university, President Hall has developed a most generous plan of study for students of education. Other institutions now aim to continue the work begun in normal schools. The most considerable effort in this direction in this country has been made in this city by the University School of Pedagogy. Its success has been remarkable because its instruction has commenced where the normal schools leave off. A large number of normal graduates have been among its students and several are among its graduates, because they there found opportunity to study the problems of higher pedagogy. Here the history, psychology, and methodology of education are taught as in no state normal school in this country. Mature teacher students find here the food they have not been able to get in any other school. The result is that among its graduates are found to-day Principals Hannaford, Abbott, and Merwin, of Brooklyn; Supt. Barringer, of Newark; Andrew Thomas Smith, of West Chester, Penn.; A. J. Kinnaman of Dansville, Indiana, and Professors Conant and Merrill, of the Normal college of this city. Other Doctors of Pedagogy are doing good work in various parts of our country. In addition there are fifty or sixty Masters of Pedagogy upon whom this school has set its seal, whose ideas have been increased and whose efficiency greatly promoted by study here.

Altogether the work this school has done is wonderful, but it is only the beginning of what will be done in the future. Already students, graduates of normal and other schools, are making arrangements to come to New York for a course of study. They recognize there are great advantages for them, outside of their pedagogical studies. They are aware there is no place for intellectual improvement like the city of New York, especially for a mature student; his opportunities are indeed great. No quiet country town can afford a hundredth of the means of growth that New York city offers him. It is at this center that the University School of Pedagogy has wisely located itself.



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It stood upon the hill  
Which brightened with the touch of changing spring,  
When birds began to fill  
The land with song, and spread the flashing wing.

The world was full of light,  
And gladness flowed in all the loosened streams;  
The heart left halls of night,  
And throbbed with love amid the morning beams.

The school was bright and strong,  
And voices hummed like bees o'er nectared books;  
The hours were deep and long,  
And hunger showed its sign in anxious looks.

And, when the clock struck noon,  
What joyous thrills went through the famished breast!  
It was a gladsome boon  
For bodies needing food and playful rest.

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An army was in rout,  
As on they hurried through the open door;  
And then the leap and shout  
Upon the common with its velvet floor.

It was the pent-up spring,  
Now finding freedom on the flowery mead;  
It was the fettered wing,  
Now stretching grandly in the kingly lead.

Through years of peace and pain,  
With feet that hastened o'er that charming green,  
The faces come again,  
Which glowed with beauty in that rapturous scene.

Their look is sweet and fair:  
They smile with ruddy cheeks and beaming eyes;  
They romp with sunny hair,  
And eager chase the gaudy butterflies.

We call to mind the room,  
The benches, lettered desks, and inky wall,  
Where flowers in fragrant bloom  
Were gathered for the master, wise and tall.

The class is on the floor,  
And hearts are muffled with an anxious beat:  
Wide open stands the door,  
And eyes steal glances at the traveled street.

We catch again the sound  
Of voices sweet and clear from comely form;  
We see the sportive bound  
And feel the grasp of friendship, tight and warm.

We gaze upon the face  
Of one so gifted, noble, pure, and bright.  
Swift in the scholar's race,  
Who charmed the heart with song at coming night.

They all are grown and gone,  
Like twittering birds, from their attractive nest:  
Some live, and study on;  
And some fold hands o'er the unheaving breast.

Before the dew was dry  
Upon the fields of their enchanting morn;—

Before the soul could try  
Its wings, they fell by Death's relentless thorn.

How many cheeks were flushed  
With Beauty's silent touch on Learning's hill!  
How many hopes were crushed,  
When their aspiring hearts grow strangely still!

A bird with blackened wing  
And hungry look beneath a lambent sky,  
Sails in a widening ring,  
And shakes a feather down with mournful cry.

There came a sudden chill,  
When death struck him whose talents lords might crave,  
When up the winding hill  
They bore his body to its early grave.

He came upon the green  
No more, with loving words and studious looks;  
He slept beneath the sheen  
Of morn, and ceased to hear its tuneful brooks.

How oft the promise falls  
Before the fruit matures with brilliant hue;  
And drops on shattered walls,  
Where creeps the lonely vine with chilling dew!

How oft the early bird  
Ceases its carol from the fowler's aim,  
When waking trees are stirred  
By song, as morning comes with kindling flame!

What poets quenched their fire!  
What statesmen lost their greatness, power, and fame!  
What singers hushed their lyre!  
What warriors left the field without a name!

The school-house still is there;  
The brick is grimed and loosed by passing years;  
The hearth is cold and bare;  
The windows shake, and drip with stormy tears.

The door is worn and gray;  
The floor is lettered, empty, weak, and still;  
No call to books or play;  
The school-house stands deserted on the hill.

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## The Lantern in the School.

The age of illustration is now with us and illustrate we must, if we expect to gain and to hold the attention of young and old. If it is true that the light which enters the eye photographs on the retina the image which it receives and so conveys the image by molecular action to the brain, then we can readily understand that illustrations reaching the brain through the eye actually afford a physical basis for perception and memory. This view of the relation of the image on the retina to the acquisition of knowledge explains the value of the lantern and its pictures to the work of mental furnishing. \* \* \*

The whole range of scientific research can be illustrated by the school lantern with its appliances. There is no reason why even in grammar schools the wonderful results of research may not be shown to the average pupils, thus awakening the dormant curiosity which will make study an ardent pursuit of knowledge instead of a dreary task. A most important light is now thrown on related studies by the use of the lantern. Suppose that a class have before them a photograph of some city in India where one can see in the street a religious procession, and along the sides of the street the mingled architecture of ancient temples and modern edifices. Along the walls of the gardens are the overhanging branches of the Indian foliage, and the animal life of India is represented by here and there an elephant or a monkey, and the strange types of race and the stranger customs of dress engage the wondering attention of the pupils. Here we have not a mere lesson in geography, but history as well. The total effect of the scene is many-sided and fastens itself on the memory without the labored task of learning by rote a bald statement of the fact that such and such a city is the capital of a certain district. Much of the effect of lantern teaching is lost because the pupils are not taught how to examine and describe a picture. \* \* \* Children need to be trained to observe. The eye does not at once catch the details of a scene or an event. It is for the teacher to call attention to how much there is in the picture and to emphasize the details that may be overlooked in a superficial glance. It would be a profitable exercise to show a picture without comment and let the class write down their impressions of it and then show the picture a second time, reading aloud some few of the descriptions written by the pupils after their first glance. \* \* \*

The teacher may wish to know how to work with the lantern. The first difficulty is that the room will be dark and tempt mischievous people to disorder. This must be met by having a light in the lantern so bright that the room need not be totally darkened. The best way to meet this is to get a lime or electric light lantern. See to it that your jet is large enough to get through a generous supply of gas. The fault is not usually in either the condensers or the objective, but in the economy exercised in not burning enough gas. A small jet will hiss and worry all who try to get a good light out of it. \* \* \*

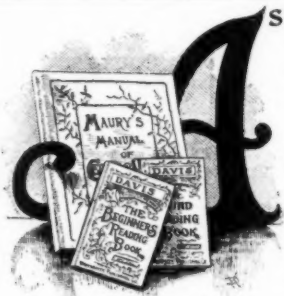
The difficulty about darkening the room may be overcome in advanced classes by having each pupil provide a small reading light. A candle in a blackened tin box can be arranged on each desk so as to occupy little room and yet thoroughly light the paper on which the scholar is to take notes.

For a screen nothing equals a paper faced screen on a roller like that used for maps, and such a screen can be made by any map-maker. It need not be more than from ten to fifteen feet square, and if such a screen is demanded it may be sold for about twelve dollars. A single screen to order might cost anywhere from twenty to thirty dollars, but it is the only screen worth having. Even better is the smooth, white finish of a plain wall. Where necessary the operator should have an opera glass to focus fine details in microscopic work, and the members of the class who own such glasses will find occasion for their use in following the lecturer.

If it is desired to darken a room perfectly the best material for curtains is a heavy dark canton flannel which is impervious to the brightest sunlight, but such curtains ought to cover the window by a liberal margin to prevent light entering at the sides.—W. F. C. Morsell, in "Education."

THE SCHOOL JOURNAL is driving the mist away. Things once dark are now becoming clear. N. H. MINCEY.

*This copy is sent to a very large number of educational men as a direct invitation to subscribe. On another page will be found a sketch of the paper and its work for education during the past twenty-three years. No paper compares with it in all the points which make an educational journal solidly helpful.*



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British Zambesia; Italian, Portuguese, German, French Africa; Uganda; French Sphere of Influence; Zanzibar, not Zanguebar; Congo Free State, French Congo, Gabun; Kimberley, the diamond town; Durban, formerly Port Natal; Mt. Ruwenzori, etc.

It is MAURY'S MANUAL OF GEOGRAPHY that we are looking at, edition of 1893. It takes much watchful care and wide research to keep such a book up with the times. But such care and research are expended on Maury's Geographies every year. On the Physical, too.

SO, too, note that fundamental essential department of education, the acquisition of the art of readily grasping ideas from the printed page. There was the old *a b c* way, and there are the word and phonic methods. In addition to these, or in connection with them, might a device or method be furnished containing such genuine merit as to win for itself appreciation and success? Remarkable results had been secured in the schools of Chelsea, Mass., in the use of methods inspired by Superintendent Davis. He prepared the DAVIS READING BOOKS on the Thought Method. Would it pay to publish them? They have proved a decided success. They have given unusual satisfaction in a wide range of schools. Are you acquainted with them?

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This has been my first year and without the aid of THE INSTITUTE and OUR TIMES I should hardly have been able to get along, while the EDUCATIONAL FOUNDATIONS has given me a wider range of pedagogical and psychological knowledge than I could have gotten in years of study. T. R. KELLY.

We receive an increasing number of kind letters of appreciation such as this. It is not every correspondent who specializes the acknowledged benefits. When this is done we feel doubly grateful for the response to our efforts, as it indicates to us where they have been most successful.

Will you please answer through your SCHOOL JOURNAL a good punishment for disorderly scholars.

In my school I have secretaries acting one week at a time. They take the names of the scholars that do mischief during the day. Just before closing school I read the names and have them stop after school and do some writing. This is good for some, but with others it seems to avail nothing. They either keep on doing mischief or else they do not come to school.

A. E. J.

Suppose you have your secretaries take the names of the *promoters* of order instead of its enemies for a little while, and interest your troublesome pupils in getting their names upon this list. To this end, try different methods with different pupils. Some will need no more inducement than the knowledge that their names thus come to your notice. Others will need the added stimulant of having the honorable list read before the school every day; and the most indifferent, we dare say, may be reached by a report of this honorable mention to parents. Keep up this change of plan only as long as it seems to have good effects. Then change again to something better.

The above is not the suggestion, we should make to another inquirer. It seems to us the best we can offer *you* at your stage of experimenting. We have printed a good deal of late upon "School Incentives." Have you read it all? Watch the subject in our columns. We shall continue it, with a sustained effort to help teachers who want to discipline pupils with the best ethical effect and are sometimes puzzled, as you are.

## To the Teachers of America.

Fellow-teachers of America, four hundred thousand strong, I cannot urge you too earnestly, nor too strongly, to come and make a close and protracted study of the fair. As Kate Field writes in *Washington*: "The men of the directory have builded even better than they knew. In the presence of their beautiful dream city, I stand with reverence and thank God for the rhythm of its 'frozen music.' Thus was architecture called by a woman, — Mme. de Stael, — and now I another woman, dare to say that were there nothing at Jackson Park but this symphony in white, created by the best architects of the United States, the melodious spectacle would be worth a journey round the world. There never was its peer. We shall not look upon its like again. From it will date the era of a new architecture for this country, which will transform our towns and make this republic literally the home of art."

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